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ABSTRACT

Two hundred and seventy-four Oregon Local Educational Agency (LEA) districts took part in 343 Title I Elementary Secondary Education Act (ESEA) funded projects in fiscal year 1974. This report is compiled from project evaluations submitted by these participating LEA's. Chapter 1 provides basic information about the school district participation in the programs. Chapter 2 consists of the evaluation of Title I programs. Chapter 3 contains selected project data such as student participation in Title I, expenditures, personnel, and community involvement. Results and conclusions are presented in Chapter 4. Title I is stated to be helping educationally disadvantaged students as follows: 60% of the districts report changes in their regular instructional programs as a result of dissemination from Title I projects; districts report that the majority of Title I students fully achieve district performance objectives; and the small subsamples of achievement data indicate that Title I students make cognitive gains of 1 to 1.3 months in grade level achievement for each month of instruction. Twenty-eight charts and four appendices are included. (Author/AM)

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ED128489

# OREGON TITLE I ANNUAL EVALUATION REPORT

## ELEMENTARY AND SECONDARY EDUCATION ACT FISCAL YEAR 1974

OREGON
DEPARTMENT OF EDUCATION
SALEM, OREGON 97310

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SUPERINTENDENT OF
PUBLIC INSTRUCTION

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## PREFACE

Two hundred and seventy-four Oregon districts took part in 343 Title I, ESEA funded projects in FY 1974. This report is compiled from project evaluations submitted by these participating LEAs.

Title I does appear to be helping educationally disadvantaged students:

- Sixty percent of the districts report changes in their regular instructional programs as a result of dissemination from Title I projects.
- Districts report that the majority of Title I students fully achieve district performance objectives.
- The small subsamples of achievement data indicate that Title I students make cognitive gains of 1 to 1.3 months in grade-level achievement for each month of instruction.

This report has been compiled by Barbara Hunt, Evaluator & Planner, Division of Compensatory Education. It is hoped it will provide information to the districts for improving their projects and pinpoint areas that require assistance from the Oregon Department of Education. If you have questions about this Title I evaluation, please contact Fred Buehling, Coordinator of Title I, or Doctor Hunt.

Donald E. Egge
Deputy Superintendent
Elementary/Secondary Education

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## BASIC INFORMATION

### A. School District Participation in Title I, Elementary and Secondary Education Act (ESEA)

1. Participating School Districts.

In 1973-74, 274 of the 339 school districts in Oregon took part in Title I, ESEA funded efforts to provide a concentration of resources for educationally disadvantaged students. About one-fifth of the participating districts (50 out of 274) pooled their allocations to form 13 cooperative projects.* (See Chart 1.)

The FY 74 or 1973-74 school year was the first full year in which 1970 census data became a part of the formula for determining school district Title I allocations. For FY 75, the 1974-75 school year, Title I allocations again will be based on 1970 census data. However, the FY 75 allocation formula has been greatly changed. One change is the use of the Orshansky Index, or "poor index," rather than the count of children from families earning $2,000 per year or less. This has increased the Oregon count from 19,583 children to 53,953 "poor" children. Whether this increase in eligible children results in increased funding for the state depends on the level of funding determined by Congress. Estimates of full funding would increase Oregon Title I funding from $11,000,000 to $17,000,000 per annum.

2. Non-Participating School Districts.

Sixty-five Oregon school districts did not participate in Title I projects during 1973-74. Eight had no Title I allocation; 53 did not apply for their allocations; and 4 did not complete negotiations for an approved project. (See Chart 1.)

The 8 districts with no Title I allocation were located in areas where there are no "formula children." This formula determines maximum basic grants to local school districts under Title I, ESEA for a given fiscal year; it is based on the number of children in low income families that reside in each district, determined by: (1) the number of children in institutions for the neglected and delinquent; (2) the number of children in foster homes; (3) the federal census figures for children in families with an annual income of $2,000 or less; and (4) the number of children in families receiving $2,000 or more each year from Aid to Families with Dependent Children (AFDC).

Last year (FY 73) nearly half of the districts that did not make use of their Title I allocations would have received less than $500. This year (FY 74) nearly half of the districts that did not use their Title I funds had allocations of from $2,000 to over $5,000. Data on the size of allocation for these eligible, but nonparticipating, districts follows:

| Size of Allocation | Number of Districts FY 73 | Number of Districts FY 74 |
|---|---|---|
| Less than $500 | 17 | 5 |
| $500 - $999 | 6 | 11 |
| $1000 - $1999 | 7 | 11 |
| $2000 - $4999 | 6 | 15 |
| Over $5000 | 2 | 11 |
| Total eligible, but nonparticipating, districts | 38 | 53 |

### B. Types of Title I Projects in Oregon

During 1973-74, there were 343 Title I projects in Oregon, located in 288 of Oregon's 339 school districts. These projects are classified as follows:

**Title I, ESEA Projects in Oregon by Type**

| | FY 72 | FY 73 | FY 74 |
|---|---|---|---|
| Regular Term Projects | 262 | 241 | 226 |
| Summer Term Projects | 132 | 84 | 88 |
| Cooperative Projects | | | 13 |
| Projects in Institutions for Neglected and Delinquent Children Funded Through Districts | | 19 | 16 |
| **TOTAL PROJECTS** | **394** | **344** | **343** |

Because summer projects tend to be different from regular school year projects, regular and summer term data are tabulated separately in this report.

Thirteen of the 343 Title I projects are cooperative efforts involving 50 local districts (2 to 14 cooperating on a single project). Geography, small allocations, and/or similarity of educational needs prompt districts to organize cooperative efforts.

The 16 projects at institutions for neglected and delinquent children are considered separately in this report, because their objectives differ from most regular and summer term projects in school districts. The Portland school district is considered separately in this report, because it has a large concentration of funds and participants in a relatively small number of

* Two of these districts divided their Title I funds between cooperative and independent projects.

projects. The seven Title I projects in Portland drew 25% of the Title I funds, 27% of the regular term participation in public schools, and 37% of the summer term participation.

**C. A Description of the Report Sample.**

1. Characteristics of the Sample.

Data for this report was compiled and tabulated from a stratified random sampling of the project data completed by district project personnel and returned to the Oregon Department of Education. The sample is selected from 12 stratified categories for Title I projects. These categories are defined by two characteristics: (1) the student population within each district; and (2) the geographic location of the district. The sample has been stratified in order to: facilitate analysis of the data; note the trends relating to district size and location; and provide for a fair representation of districts in the sample.

Student population figures are based on the estimated resident average daily membership (ADMr) for each district. The ADMr figures are stratified into four categories: (1) 1 to 499 ADMr; (2) 500 to 999 ADMr; (3) 1000 to 2999 ADMr; and (4) 3000 and over ADMr.

Geographic locations are stratified into the four categories frequently used in Oregon statistics: (1) Eastern Oregon; (2) Western Oregon (3) metropolitan areas; and (4) Portland. The division between Eastern and Western Oregon is the Cascade Mountain Range. The metropolitan strata include school districts in Multnomah, Washington and Clackamas counties. The Portland stratum allows for the separation of the state's largest school district (117 schools, 61,185 ADMr) from the rest of the report sample. (See Chart 2.)

School districts participating in Title I are categorized according to sample stratification in Chart 3, which also shows the distribution of summer and regular term projects. The 16 Title I projects in

**CHART 1**

**Participation of Oregon School Districts**

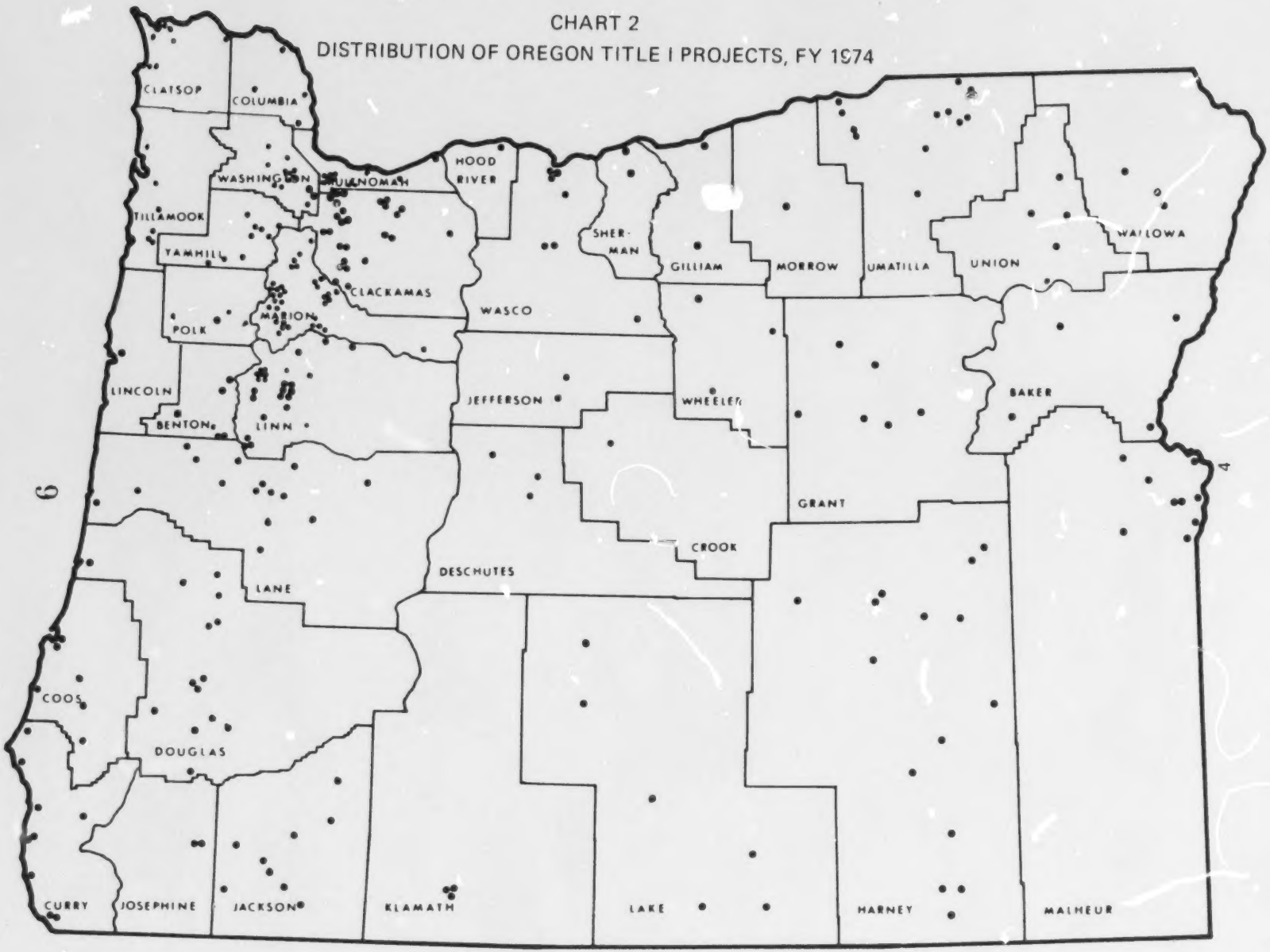
**in Title I, ESEA, FY 1973 and 1974**

| Participating School Districts | FY 1973 | FY 1974 |
|---|---|---|
| Districts with one or more projects | 231 | 224 |
| Districts participating in cooperative projects* | 57 | 50 |
| | 288 | 274 |
| **Non-Participating School Districts** | | |
| Districts with no allocation | 11 | 8 |
| Districts that made no application | 38 | 53 |
| Districts with uncompleted applications | 2 | 4 |
| | 51 | 65 |
| **TOTAL OREGON SCHOOL DISTRICTS** | 339 | 339 |

*FY 1973—57 districts formed 15 cooperative projects.
FY 1974—50 districts formed 13 cooperative projects.

CHART 2

DISTRIBUTION OF OREGON TITLE I PROJECTS, FY 1974



institutions for neglected and delinquent children are also represented in Chart 3.

A sample of 33 1/3% of the 226 regular term projects was selected from each of the stratified categories in Chart 3 (excluding Portland). A sample of 50% of the 88 summer term projects was selected from each stratified category in Chart 3 (excluding Portland).

The 33 1/3% and 50% sample sizes were selected, because they guarantee at least 30 projects in each term's sample, a number which could be used as a valid statistical sample if desired. A larger percentage was also used for summer projects, because they are smaller in number and reflect more educational diversity than regular term projects.

In order to avoid distortion of the report sample, data from the relatively large Portland school district is presented separately in this report and represents 100% of their Title I projects. Data from the 16 projects in institutions for neglected and delinquent children is also separated and reported in total. Report data does not include state institutions for neglected and delinquent children (MacLaren, Hillcrest, and Wynne Watts).

2. Analysis of the Sample.

The stratified sample in this report provides a proportionate representation of Title I districts according to size and location. The school districts in the sample enroll 223,961 students or 49% of the total ADMr in Oregon, of which an estimated 30,000 are student participants in Title I projects.

The Western strata have the largest number of Title I projects and participating school districts. The area includes many small suburban and rural school districts in the Willamette Valley and on the Oregon coast, as well as larger districts in the urban areas of Eugene, Springfield, Salem, and Corvallis.

The Eastern strata represent the largest geographic area in the sample, with the lowest population density. Consequently, the Eastern sample contains the largest proportion of small school districts (75% with ADMr less than 1000).

The metropolitan strata reflects the proximity of Portland to the three metropolitan counties in the proportion of large districts it contains (25% ADMr over 3000). However, the size of these counties and the nature of their geography are such that an equal number of small school districts (ADMr under 500) is represented in the metropolitan strata.

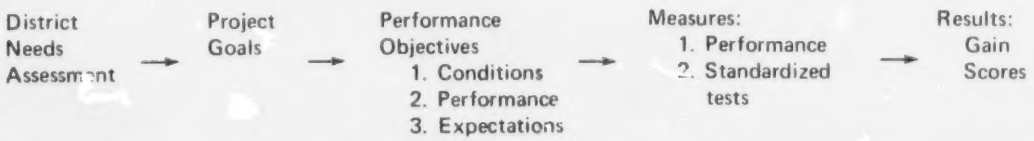
3. Limitations of the Sample.

The main limitation of the report sample is that the sample size severely limits tabulations of sufficient data from subsamples within it. Subsamples affected by this limitation are: (1) achievement data; (2) nonpublic school participation; and (3) performance in some academic or skill areas.

**D. A Survey of Information Contained in This Report.**

1. Sources of Information.

Title I evaluation reports from school districts and records of the Oregon Department of Education are the main sources of information for this report. Evaluation reports are completed by district personnel and returned to the State Title I Office within 30 days after the project terminates. The evaluation instrument, developed by the state office in cooperation with local districts, collects both evaluative and descriptive information. (See Appendix I.) The diagram below shows the framework for Title I evaluation that is built into application and evaluation procedures:




2. Types of Information.

The major categories of information in this report are: (1) the relationship of Title I projects to educational priorities of the State Board of Education; (2) attainment of student performance objectives; (3) gains in student achievement (including the relationship of achievement to student potential); (4) statistics on student participation, project personnel and community involvement; and (5) basic federal funding and district expenditure data.

Most evaluative and descriptive information in this report has been quantified, tabulated and presented in the form of graphs. A statistical analysis of the data has not been done. Data from regular and summer term projects are compiled separately and plotted on the same graph to allow for comparisons.

Further explanation of the five information categories and their limitations appear below.

3. Relationship of Title I Projects to State Educational Priorities.

For the second consecutive year, Title I data is analyzed in relation to instructional priorities of the Oregon Board of Education and the educational objectives of the Division of Compensatory Education.* Chart 4, "Hierarchy of Educational Objectives," presents these priorities and objectives, as well as the number of Title I projects in various instructional areas. Analysis of Title I data according to state planning statements provides a basis for determining whether or not education of the disadvantaged in the State of Oregon is a fragmented educational effort localized at the district level or an educational effort integrated into a state-recognized plan of good education for all children in the state.

4. Attainment of Student Performance Objectives.

Project goals and performance objectives, designed to meet the assessed needs of educationally disadvantaged children in the district, are written by district personnel as they define their project. Goals outline the general aims of the project; performance objectives describe student accomplishments that can be measured. Performance objectives include: (1) the conditions under which the student performs; (2) the performance required of the student to demonstrate achievement; and (3) the expectations for the level of proficiency demonstrating achievement of the objective.

Performance objectives vary considerably throughout the state because they are written to meet the assessed needs of disadvantaged students in the individual school districts. The value of data on the attainment of performance objectives is limited because many of these objectives are poorly written and are not sufficiently specific to provide a measure of student achievement. At times, on the other hand, objectives are so specific it is difficult to categorize them for state-level reporting.

5. Gains in Student Achievement.

Student achievement data is provided by standardized achievement and subject matter tests, and by nonstandard measures such as case studies, teacher-made tests and teacher observations. The standardized test scores validate the district reports on the attainment of district performance objectives; they also measure pre-project and post-project performance, and achievement gains (or losses) for individual students.

One additional dimension is provided by Title I project teachers' ratings of student potential on a five-point scale: low, low-average, average, high-average, and high. This information is tabulated into three categories in this report (low, average, and high) and related to the academic growth of Title I students.

Student achievement data is the most difficult to compile. Because many different types of tests are used by individual districts, samples from similar tests are too small to justify statewide generalizations. Data on pre- and post-testing is sometimes invalid because districts have used different test instruments for each testing session, or because transient students have missed one of the testing sessions. Further, the recording of scores is not consistent; although grade level scores are requested, a variety of different kinds of scores are reported, making it difficult to tabulate results. An additional problem is that some test instruments do not relate to performance objectives for the project.

6. Statistics on Student Participation, Project Personnel and Community Involvement.

Basic statistical information in this report includes: (1) the number of project students according to breakdowns of public, nonpublic, regular term, summer term, subject area and support service participation; (2) the number and type of project personnel and in-service programs; and (3) information about local advisory committees, dissemination of project information, and local contributions to Title I programs.

7. Basic Federal Funding and District Expenditure Data.

Basic federal funding figures include the total Oregon appropriation and allocations to each district, based on the current distribution formula. Information on district expenditure is obtained from state office business records and district reports of expenditures (primarily program personnel salaries).

*See "Dignity and Worth," a planning statement of the Division of Compensatory Education, Oregon Department of Education, 1970.

**CHART 3. Distribution of Participating School Districts, According to Sample Stratification* (Title I, ESEA, FY 1974)**

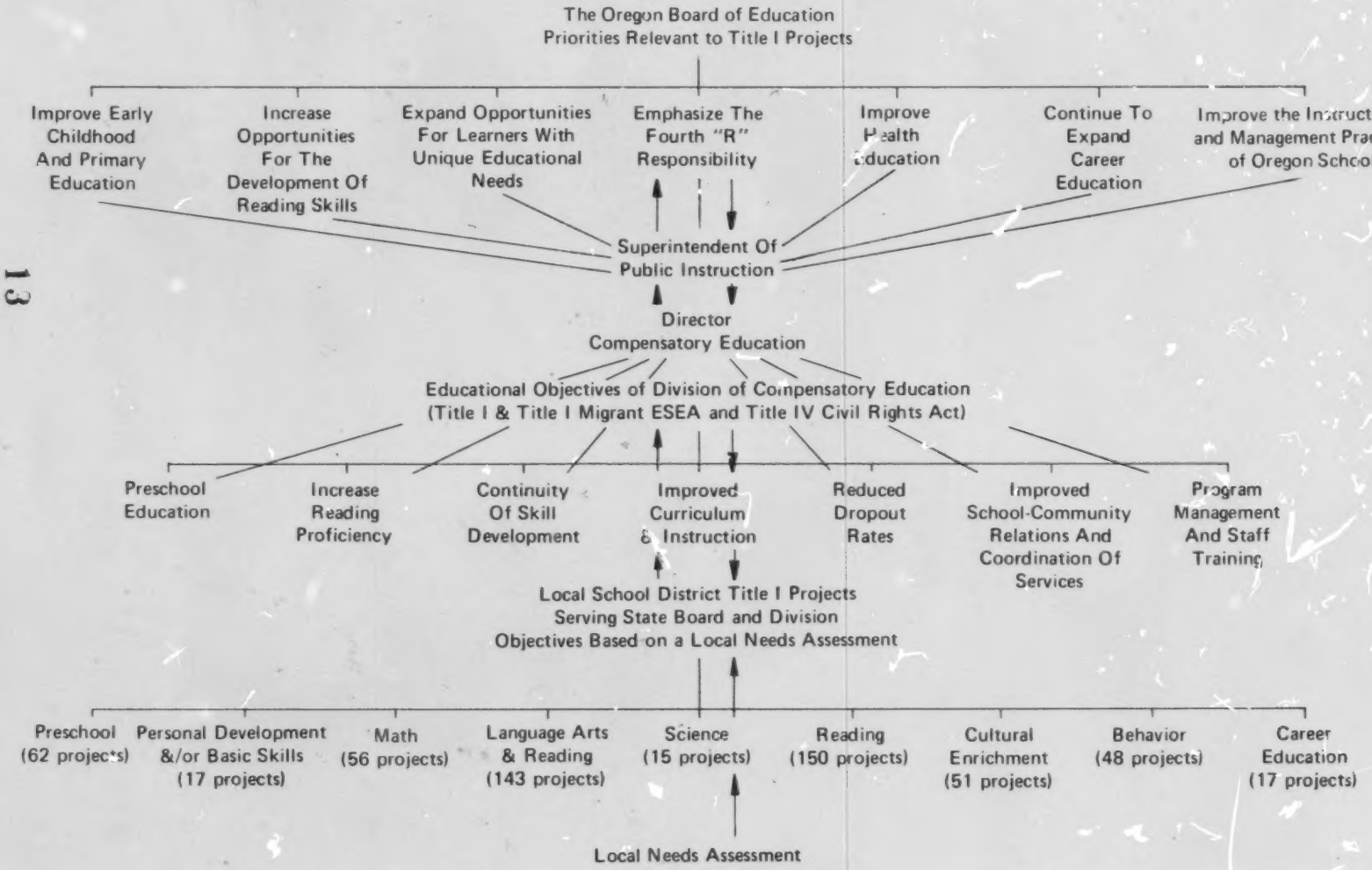
| Resident Average Daily Membership (ADMr) | Eastern Oregon | Western Oregon | Metropolitan Oregon | Portland** |
|---|---|---|---|---|
| A<br>1 - 499 | 39 districts:<br>Projects — Reg. — Sum.<br>LEA 30 12<br>Cooperative 1 -<br>N & D 1 -<br>Nonparticipating Dists. 25 | 62 districts:<br>Projects — Reg. — Sum.<br>LEA 46 6<br>Cooperative 3 2<br>N & D - -<br>Nonparticipating Dists. 28 | 11 districts:<br>Projects — Reg. — Sum.<br>LEA 10 5<br>Cooperative - -<br>N & D - -<br>Nonparticipating Dists. 7 | |
| B<br>500 - 999 | 8 districts:<br>Projects<br>LEA 9 2<br>Cooperative - -<br>N & D - - | 26 districts:<br>Projects<br>LEA 23 9<br>Cooperative - 1<br>N & D - - | 11 districts:<br>Projects<br>LEA 10 5<br>Cooperative -<br>N & D 1 -<br>Nonparticipating Dist. 1 | |
| C<br>1000 - 2999 | 29 districts:<br>Projects<br>LEA 10 5<br>Cooperative 1 -<br>N & D - -<br>Nonparticipating Dist. 1 | 39 districts:<br>Projects<br>LEA 36 18<br>Cooperative 1 2<br>N & D - -<br>Nonparticipating Dists. 3 | 14 districts:<br>Projects<br>LEA 8 3<br>Cooperative 1 1<br>N & D - - | |
| D<br>Over 3000 | 5 districts:<br>Projects<br>LEA 5 3<br>Cooperative - -<br>N & D 1 - | 17 districts:<br>Projects<br>LEA 18 11<br>Cooperative - -<br>N & D 5 2 | 12 districts:<br>Projects<br>LEA 17 6<br>Cooperative - -<br>N & D 2 - | 1 district:<br>Projects<br>LEA 4 3<br>Cooperative - -<br>N & D 2 2 |

*The number of projects in a cell is often greater than the number of districts in the cell because some districts had more than one project.
**The Portland school district is reported separately in this report; data represents 100% of their Title I projects. Consequently, the Portland stratum was excluded when the sample was drawn.

## CHART 4. HIERARCHY OF EDUCATIONAL OBJECTIVES IN OREGON TITLE I PROJECTS

### Purpose of Title I ESEA

"In recognition of the special educational needs of children of low-income families and the impact that concentrations of low-income families have on the ability of local educational agencies to support adequate educational programs, the Congress hereby declares it to be the policy of the United States to provide financial assistance (as set forth in Title I) to local educational agencies serving areas with concentrations of children from low-income families to expand and improve their educational programs by various means which contribute particularly to meeting the special educational needs of educationally deprived children."


The Oregon Board of Education
Priorities Relevant to Title I Projects
Improve Early Childhood And Primary Education
Increase Opportunities For The Development Of Reading Skills
Expand Opportunities For Learners With Unique Educational Needs
Emphasize The Fourth "R" Responsibility
Improve Health Education
Continue To Expand Career Education
Improve the Instructional and Management Practices of Oregon Schools
Superintendent Of Public Instruction
Director Compensatory Education
Educational Objectives of Division of Compensatory Education
(Title I & Title I Migrant ESEA and Title IV Civil Rights Act)
Preschool Education
Increase Reading Proficiency
Continuity Of Skill Development
Improved Curriculum & Instruction
Reduced Dropout Rates
Improved School-Community Relations And Coordination Of Services
Program Management And Staff Training
Local School District Title I Projects
Serving State Board and Division
Objectives Based on a Local Needs Assessment
Preschool (62 projects)
Personal Development &/or Basic Skills (17 projects)
Math (56 projects)
Language Arts & Reading (143 projects)
Science (15 projects)
Reading (150 projects)
Cultural Enrichment (51 projects)
Behavior (48 projects)
Career Education (17 projects)
Local Needs Assessment

## EVALUATION OF TITLE I PROGRAMS

Criteria for Title I program planning, project approval, technical assistance, and for measuring progress of Title I programs are derived from the following sources:

1. Title I, ESEA law, regulations and guidelines.
2. Instructional priorities of the Oregon Board of Education.
3. LEA assessment of the educational needs of disadvantaged students.
4. Educational goals of the Division of Compensatory Education.

Awareness and acceptance of these guidelines promote the concept that education for disadvantaged students in Oregon is not a fragmented local district effort, but is integrated into a state-recognized plan of good education for all Oregon students.

### A. The Relationship of Title I, ESEA projects to State Educational Priorities.

The purpose of Title I, ESEA, "to expand and improve...educational programs by various means which contribute to meeting the special educational needs of educationally deprived children,"* is supported by many priorities of the State Board of Education (SBE) and the Division of Compensatory Education. All Title I projects relate directly to the SBE priority to "expand opportunities for learners with unique educational needs." Other SBE priorities and aligned Compensatory Education objectives are presented in Chart 5, with a count of corresponding Title I projects and components.

SBE and Division of Componsatory Education priorities are not always comparable. For example, one SBE priority ("emphasized the fourth 'R', responsibility") is not a specific Compensatory Education objective, although it is an underlying concept in many Title I projects.

There were 62 Title I preschool projects in FY 1974, more than the 44 in FY 1972 and 29 in FY 1973. These projects provide a substantial thrust in "improving early childhood and primary education" for disadvantaged students.

The main thrust of Title I in Oregon may be interpreted as improvement of primary education since 50% of students enrolled are in kindergarten and the primary grades. Instructional emphasis at this level appears to be on increasing reading proficiency and continuity of basic skill development. From 1972 to 1973, the number of project components that focus on language arts and basic skills almost doubled, while the number of reading projects showed a slight decrease.

FY 1974 projects report continued language arts emphasis and appear to be identifying reading skills as a prime component. Of the 143 language arts projects, 66 involved reading skills. Therefore, 216 projects concerned themselves with reading skills, 150 projects attending to basic reading skills and 66 projects with reading skills as a part of language arts.

Far fewer projects identified their program as a basic skills project, 17 in FY 1974 compared with 95 in FY 1973. However, using a basic skills definition of reading, language arts and mathematics, the skills were taught but under more specific headings. For instance, math projects numbered 56 in 1974 contrasting with 5 in 1973.

Although 50% of the students enrolled in Title I projects were primary and kindergarten children, 86 projects served high school students Grades 9-12 while 163 projects served Grades 7-9, junior high students.

Indicators of improved instructional and management practices are the number of projects reporting new or improved instructional methods and management practices, and new hiring or improved utilization of personnel. Many of the indicators reported are nationally recognized as supportive to educationally disadvantaged students and have been tabulated in Oregon Title I projects for the first time in FY 1973. Staff training relates to improved instruction and is a strong component of Title I, with 153 projects conducting in-service sessions. All Title I projects employing aides are required to plan in-service.

The small number of Title I projects that reflect the SBE priority to expand career education (related to the Compensatory Education objective to improve curriculum) showed a slight increase from 1972 to 1973 and again from 1973 to 1974. Parent councils are required for all Title I projects; they apply to both the SBE management-related priority to close the communication gap and the Compensatory Education objective to improve school-community relations.

### B. Attainment of Student Performance Objectives.

Title I instructional programs are evaluated by relating student achievement data (primarily gain scores) to student performance objectives written in the project applications. These objectives are written by district personnel following an assessment of the district's educationally disadvantaged students and the selection of project participants. In the final project evaluation, districts report the number of children who accomplished these objectives as specified success levels: (1) high (100% success); (2) average (75-99%

*"Guidelines for Title I, ESEA," Oregon Board of Education, 1974, p. 1.

## CHART 5. Progress of Title I Projects in Meeting Instructional Priorities of the State Board of Education and Educational Objectives of the Division of Compensatory Education

| BOARD OF EDUCATION Instruction-Related Priorities | DIVISION OF COMPENSATORY EDUCATION Educational Objectives | ARE OBJECTIVES BEING ACHIEVED? Indicator: Title I Projects and Project Components | FY 1972 | FY 1973 | FY 1974 |
|---|---|---|---|---|---|
| Improve early childhood and primary education. | Preschool education. | | 44 | 29 | 62 |
| | Provide for continuity of skill development. | Project components: | | | |
| | | —Language Arts | 42 | 73 | 77 |
| | | —Mathematics | 17 | 5 | 36 |
| | | —Science | 2 | 0 | 15 |
| | | —Basic Skills | 53 | 95 | 17 |
| Increase opportunities for the the development of reading skills. | Increase reading proficiency. | Reading projects: | 179 | 148 | 150 |
| | | Reading projects (Language Arts Components) | -- | -- | 66 |
| Expand opportunities for learners with unique educational needs. | DIVISION OF COMPENSATORY EDUCATION Reduce dropouts. | The entire division focuses on these needs. | | 6 | No Data |
| Emphasize the Fourth "R," Responsibility. | | | | | |
| Improve health education. | | | | | |
| Continue to expand career education. | | | 4 | 7 | 17 |
| Management-Related Priorities | | | | | |
| Close the communication gap. | Improve school-community relations and coordination of services. | Parent Councils required for all Title I projects. | | | |
| Improve Instructional and management practices. | 1. Improve curriculum and instruction. | Project components: | | | |
| | | —Teacher Aides | | 152 | 88 |
| | | —Individualized instruction | | 141 | 176 |
| | | —Volunteers | | 12 | 46 |
| | | —Tutoring | | 16 | 11 |
| | 2. Improve program management and staff training. | In-service sessions: | | 149 | 153 |

success), and (3) low (less than 75% success). The attainment of student performance objectives for Title I projects is presented in Chart 6, and the data is interpreted as follows:

1. Difficulties in Establishing Consistent Data on Performance Objectives.

Establishing consistent performance objectives that allow for statewide generalizations about Title I projects has proved difficult because: (a) districts may assess their needs in various ways, and sometimes performance objectives stated in the project proposal are inconsistent with the needs assessment; (b) the terminology used for performance objectives may vary among individual districts, making it difficult to categorize and tabulate similar results; and (c) participants are sometimes selected for reasons that are inconsistent with the assessed needs and performance objectives of the project.

a. Informal discussion with Title I personnel across the state has revealed conflicting and/or diverse interpretations of the "needs assessment" requirement for Title I projects. Some districts contract with educational research organizations for their needs assessment, often resulting in sophisticated assessments of needs in specific skill areas; other districts may adopt national or state determinations of need, whether or not they pertain to the local district; still other districts may determine educational needs by consulting various sources—the judgment of teachers and administrators, achievement test scores, report card marks, and parental observations and judgments. During 1973-74, HEW auditors questioned the needs assessments of two Oregon districts with Title I reading programs, because their achievement test scores were lower in math than in reading. Similar questions might be asked in other districts.

In an effort to interpret the concept of needs assessment, the Division of Compensatory Education has encouraged districts to develop a broad-based approach involving teachers, students, parents, community members, and administrators and using data from achievement tests, report cards, student self-assessment, and other pertinent information. This interpretation of needs assessment appears congruent with USOE Program Guide 44.

Throughout FY 74 a task force of local Oregon Title I project people defined and delineated needs assessment and presented three suggested needs assessment instruments and processes at the Title I Spring Workshops. Following this presentation district personnel were asked to volunteer to serve on a Statewide Needs Assessment Committee to work throughout FY 75.

b. In order to analyze the attainment of student performance objectives on a statewide basis, the objectives for each district must be classified into activity categories. Because of inconsistency in the stating of performance objectives among districts, this is a difficult task. Some districts use overlapping terms in stating objectives. For example, "comprehension" is often a part of each of the district's objectives and is particularly repeated in reading projects.

The categories established for performance objectives may also vary between districts. For instance, basic reading skills may be variously labeled as communication skills, basic skills, language arts, and/or reading. Many districts, recognizing the interrelationship of the cognitive, affective and psychomotor domains in the learning process, wrote performance objectives which attend to all three areas. Achievement measurement in the affective area poses a difficult problem, however.

c. In some instances the selection of children to participate in the project was not valid and tended to skew the data. Children whose pretest scores failed to indicate disadvantage in the subject area were included in the project anyway. An intensive follow-up by the State Title I Office revealed that children often were selected for the project because of some other need. These districts have been reminded to set performance objectives for need; however, they cite the difficulty in finding assessment instruments in the areas of actual need. For instance, several reading projects are primarily concerned with improving student self-concept and/or attitudes, but project personnel felt instruments measuring self-concept and attitudes were not valid. Other areas of student need assessed by the districts were parent response and/or support for the school program, and interpersonal student skills. Districts appeared to feel that although their objectives are valid, the available measurement instruments in these areas are not valid; often they measure achievement in an academic area rather than the assessed need.

2. Interpretation of the Data, Chart 6.

Performance objectives for all Title I projects are classified by type in Chart 6. The classification system for performance objectives was suggested by the newly adopted minimum graduation requirements and the hierarchy of educational objectives presented in Chart 4. Further information on categories for performance objectives and components of instructional programs may be found in Appendix II (A Taxonomy of Oregon Basic Education).

Reading appears to be the assessed educational need of most educationally disadvantaged students in Oregon. Improvement of reading skills is an aim of 310 separate projects, according to the following breakdown: 150 projects for reading alone, involving more than 20,000 students; 17 basic skills projects; and 143 language arts and/or communication skills projects. Of these 143 projects, 77 concentrated on the broad langauge arts area, and 66 projects supplemented language arts with reading skills. Three language arts projects are bilingual for Spanish and Russian-speaking

children. Three projects for Indian children are classified in the basic skills area.

Chart 6 shows the percentage of students achieving high, average and low success levels on district performance objectives for both regular and summer terms in FY 1974, 1973 and 1972. For FY 1974, districts report that the majority of students achieved at the high (100%) success level. FY 1974 summer term projects reported a range of 45 to 89% of the students at the high success level. In regular term projects, 29 to 81% of the students attained the 100% level, a range somewhat lower than for summer projects. In one area, language arts, 51% of the students performed at the average level and only 29% at the high level. Performance objectives for the three areas of mental health, physical health and behavioral change were not represented in the FY 1974 summer sample, and behavioral change objectives were not reported in the regular school year sample. This contrasts with previous years (1972) when more than 2500 students were tallied in that category.

Attainment at the high success level by a majority of Title I students may appear to be an incredible performance for disadvantaged students. However, if project people are really attuned to student needs and have set realistic objectives for student performance, it is quite conceivable that students will, and should, perform at a high success level. Individual district reports varied in their determinations of student success and in many instances commented on whether or not the performance objectives were realistic. Often these comments related to the need for setting more astute performance objectives.

The greater percentage of student success in summer than in regular term projects may relate to a number of variables. During 1974, as in 1973, summer term enrollment was less than one-fourth of regular term enrollment, providing a smaller population from which to draw the sample; however, the stratified random sample from which data has been drawn should control for this. An analysis of summer project reports and informal discussions with teachers suggest that summer programs may be more flexible and diverse, and are met with greater enthusiasm by teachers. Summer programs appear to be integrated around several needs of students; regular term programs may be more fragmented because of the confines of class scheduling.

A number of summer programs made use of varied environments, scheduling classes at camp sites, relating field trips to core topics, and generally providing a more informal atmosphere. Summer classes were generally smaller, with a lower student-teacher ratio. One factor may or may not be significant—summer school personnel tend to be chiefly credentialed teachers, while regular term programs are staffed chiefly by aides.

**C. Student Achievement in Academic and Affective Areas.**

The success of individual students in Title I projects is measured by standardized instruments: achievement tests, and subject matter tests selected by districts as appropriate measures of student growth in relation to student performance objectives written by district personnel. In their final evaluations, districts report pre-test, post-test, and gain scores for each student; these scores validate district reports of student success levels on performance objectives.

Achievement data has been collected from a subsample of the sample, since the entire sample had too diverse a collection of tests and methods of reporting scores to make compilation feasible. Analysis of student achievement data has been limited to simple representation of the range of grade level gain scores reported in the subsample; there is no attempt to draw general conclusions or predict student scores beyond the subsample. Achievement scores for Portland projects are compiled separately.

The validity of achievement scores for statewide reporting is limited because Oregon does not have a uniform testing program which would produce comparable data. On the other hand, a state-adopted testing program might not be sufficiently versatile to measure the diverse areas specified in district performance objectives. Other factors which limit the use of achievement data follow:

1. Many types of tests are used: 15 different achievement tests were used for the 71 regular term projects in the sample, and 15 different tests for the 44 summer projects (including Portland).
2. Some schools use different pre- and post-tests.
3. Some schools fail to administer an achievement test.
4. Test data may be reported incorrectly.

Achievement test gain scores for both regular and summer terms are represented on interquartile graphs, Charts 7 and 13. Interquartile graphs illustrate gain scores of the middle 50 percent of the children in the subsample. This approach eliminates the extreme cases at either the high or low ends of the achievement scale, focusing on the median range of scores. Scores for the interquartile graphs are derived from the Gates-MacGinitie Reading Test, the Metropolitan Achievement Test, and the Jastak Wide Range Achievement Test and are compiled according to two factors:

1. Grade levels (primary, intermediate, and upper).
2. School estimate of student learning potential (low, average, or high).

## CHART 6

Percent of Students Achieving High, Average, and Low Success Levels on District Performance Objectives

Regular Term

| Objective Area | FY 1974 High | FY 1974 Average | FY 1974 Low | FY 1974 N | FY 1973 High | FY 1973 Average | FY 1973 Low | FY 1973 N | FY 1972 High | FY 1972 Average | FY 1972 Low | FY 1972 N |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Reading | 57% | 18% | 25% | 15,456 | 54.9% | 23.9% | 21.2% | 22,221 | 60.3% | 16.0% | 23.7% | 21,318 |
| Language Arts | 29% | 51% | 20% | 357 | 49.8% | 28.3% | 21.9% | 2,832 | 48.7% | 25.6% | 25.7% | 12,157 |
| Mathematics | 50% | 17% | 33% | 2,024 | 36.4% | 28.1% | 35.5% | 579 | 68.0% | 20.7% | 11.3% | 1,483 |
| Physical Health | 68% | 19% | 13% | 114 | 68.3% | 18.4% | 13.3% | 2,290 | 47.0% | 44.5% | 8.5% | 1,241 |
| Mental Health | 53% | 14% | 33% | 282 | 50.9% | 28.9% | 20.2% | 3,932 | 45.0% | 11.0% | 44.0% | 322 |
| Attitudes | 67.5% | 18.5% | 14% | 3,204 | 47.6% | 20.4% | 32.0% | 1,758 | 59.5% | 19.5% | 21.0% | 4,665 |
| Behavioral Change | None reported in Sample | | | | 65.4% | -- | 34.6% | 274 | 48.0% | 19.5% | 32.5% | 2,536 |
| Cultural Enrichment | 81% | 8% | 11% | 1,330 | 67.6% | 25.4% | 7.0% | 374 | 41.0% | 26.5% | 32.5% | 991 |
| Basic Skills | 67% | 18% | 15% | 1,690 | 45.2% | 30.1% | 24.7% | 1,490 | | | | |

Chart 6 presents a tabulation of student achievement for the three major performance objectives reported by each Title I project in the sample (exclusive of Portland), comparing achievement in FY 1972, 1973 and FY 1974. "N" refers to the number of students involved in reaching the performance objectives and is not an unduplicated count since many children are counted in more than one performance area. High, average, and low refer to student success levels on objectives.

## CHART 6A

### Percent of Students Achieving High, Average, and Low Success Levels on District Performance Objectives

Summer Term

| Objective Area | FY 1974 High | FY 1974 Average | FY 1974 Low | FY 1974 N | FY 1973 High | FY 1973 Average | FY 1973 Low | FY 1973 N | FY 1972 High | FY 1972 Average | FY 1972 Low | FY 1972 N |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Reading | 66% | 13% | 21% | 4,146 | 68.4% | 14.0% | 17.6% | 4,450 | 55.4% | 8.5% | 26.1% | 4,563 |
| Language Arts | 71% | 12% | 17% | 546 | 62.4% | 12.0% | 25.6% | 966 | 55.6% | 21.6% | 22.8% | 1,690 |
| Mathematics | 45% | 30% | 25% | 1,326 | 80.0% | -- | 20.0% | 153 | 59.3% | 21.3% | 19.4% | 1,321 |
| Physical Health | None reported in Sample | | | | 74.2% | 14.7% | 11.1% | 592 | 65.5% | 14.0% | 20.5% | 378 |
| Mental Health | None reported in Sample | | | | 52.1% | 8.1% | 39.8% | 1,242 | 74.2% | 10.6% | 15.2% | 784 |
| Attitudes | 78% | 7% | 15% | 624 | 92.9% | 7.1% | -- | 111 | | | | |
| Behavioral Change | None reported in Sample | | | | 86.2% | 9.2% | 4.6% | 287 | 57.5% | 26.5% | 16.0% | 1,141 |
| Cultural Enrichment | 89% | 5% | 6% | 526 | -- | -- | -- | -- | | | | |
| Basic Skills | 66% | 16% | 18% | 450 | 78.0% | 17.1% | 4.9% | 216 | | | | |

Chart 6A presents a tabulation of student achievement for the three major performance objectives reported by each Title I project in the sample (exclusive of Portland), comparing achievement in FY 1972, 1973 and FY 1974. "N" refers to the number of students involved in reaching the performance objectives and is not an unduplicated count since many children are counted in more than one performance area. High, average, and low refer to student success levels on objectives..

**Achievement Tests Most Frequently Used in the Regular Term Sample of 71 Projects**

California Achievement Test
Comprehensive Test of Basic Skills
Durrell-Sullivan Reading Achievement Test
Gates-MacGinitie Reading Test
Gray Oral Reading Test
Iowa Test of Basic Skills
Jastak Wide Range Achievement Test
McMenemy Measure of Reading Ability
Metropolitan Achievement Test
Metropolitan Readiness Test
Peabody Individual Achievement Test
Portland Elementary School Math Test
Screening Test of Academic Readiness
SRA Achievement Series
Stanford Achievement Test

Achievement data for Portland Public Schools is presented separately from these interquartile graphs.

1. Regular Term Achievement, Chart 7.

a. Title I Projects Excluding Portland.

The interquartile graphs show that gain scores on the Gates-MacGinitie Reading Test ranged from 4 months to 3.7 years. In all instances the students perform in relation to their predicted potential. Upper grade children with both average and high potentials show a gain of from 1.9 to 3.7 years for 9 months of instruction at the upper limit of the interquartile range.

Metropolitan Achievement Test scores show student achievement gains from 2 months to 2.4 years; however, these gains are not always consistent with the low, average, and high potential designations. Primary children with both low and average potenital show a maximum growth of 1.2 years for 9 months instruction. Intermediate children with average potential show a maximum gain of 1.9 years for the term, while high potential children scored a month lower at 1.8 years.

Gains in Stanford Achievement Test scores are consistent with the low, average, and high potential groupings at both primary and intermediate levels. Gains range from 4 months to 3.1 years for the regular term. The high potential group of intermediate grade students show high gain scores of 1.0 to 3.1 years, with a median of 1.9 years.

b. Portland Projects.

Portland Public Schools write, operate and evaluate different Title I projects in each of their three areas during the regular school year and in the summer months.

Projects in all three areas follow Title I guidelines and usually focus on the basic skills of reading, math and language arts. However, instruction, testing and methods of analysis for evaluation vary in the three areas, much the same way school districts across the state vary one from another.

Project evaluators in Portland Areas I, II and III are in many instances attempting to improve evaluation techniques to better measure growth of Title I children and have developed evaluation designs which produce data that are not easily collected into one set of scores, etc. The data is summarized separately by area and should be read with the following information in mind:

- o Area I data is reported in grade level scores with weighted means. Data is collected and analyzed in accordance with their philosophy of functional level testing.

- o As noted earlier, interquartile graphs (Chart 10) represent the distribution of reading and math scores for students Grades 3, 5, 7. Chart 10a, showing mean standard scores, is also included.

  For the second year Area II has collected and analyzed data pertaining to student growth and predicted student performance. Graph 11 relates the results of this analysis.

- o Area III data is reported as Area III standard scores which are called "P scores" and have been normed on Area III population. School by school comparisons for the 1972-73 and 1973-74 school years were presented and have been summarized for this report.

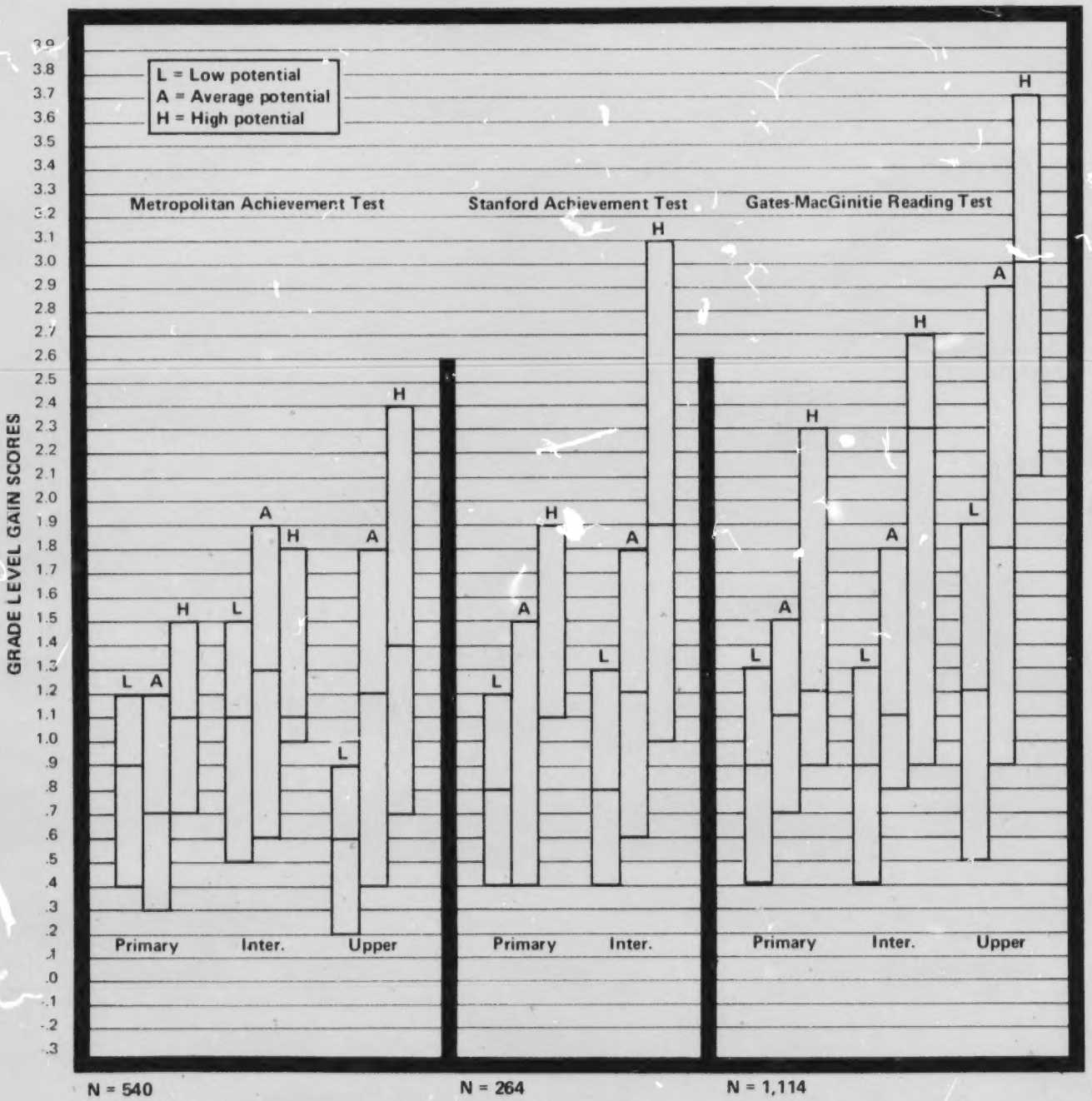
Conclusions reached by Portland Area I evaluators in analysis of their program objectives and student gain scores are quoted as follows:

> Grades 1 and 2–"...It is evident that more effort is needed to increase the reading progress of more students. Thirty-three percent of the total number of students achieved the goal leaving 66 percent of the students with less than .7 year's growth."
>
> Grades 3-8–"The (reading) objective predicted an average growth of .7 grade equivalent years. . . . the gain varied from .6 to 1.4 years with a weighted area mean of .9 years which is above the stated objective. Fifty-six percent of the total number of students achieved the objective with 44 percent failing to achieve .7 grade equivalent years."[2]
>
> The math objective predicted a gain of .7 grade equivalent years in math skills. "Five of the schools showed an average gain of .7 grade equivalent years

## CHART 7

**Interquartile* Ranges of Test Scores for Students Identifed as Having Low, Average and High Learning Potentials, Regular Term**

*Middle 50% of Title I students tested.



## CHART 8

### Student Achievement Data
### Portland Public Schools
### Area I

**Regular School Year**

| Grades | Reading: Average Gain (Weighted Means) | Reading: Number of Students | Reading: Test | Mathematics: Average Gain (Weighted Means) | Mathematics: Number of Students | Mathematics: Test | Language Arts: Average Gain (Weighted Means) | Language Arts: Number of Students | Language Arts: Test |
|---|---|---|---|---|---|---|---|---|---|
| 1 and 2 | .5 | 232 | SRA Mastery | -- | -- | -- | -- | -- | -- |
| 3-8 | .9* | 640 | CTBS | .7* | 532 | CTBS | .7* | 542 | CTBS |
| 9-12 | .7 | 432 | CTBS | .3 | 229 | Not Reported | -- | -- | -- |
| | | 1,304 | | | 761 | | | 542 | |

**Summer School**

| Grades | Reading: Average Gain (Weighted Means) | Reading: Number of Students | Reading: Test | Mathematics: Average Gain (Weighted Means) | Mathematics: Number of Students | Mathematics: Test |
|---|---|---|---|---|---|---|
| 1-8 | .20* | 274 | Metro. Achievement Forms A & B | .12* | 275 | Metro. Achievement |
| 9-12 | .24* | 74 | Metro. Achievement | .13* | 63 | Metro. Achievement |
| | | 348 | | | 338 | |

*Weighted means marked with an asterisk are those cited by Portland Area 1 evaluators as having met or surpassed the stated objectives.

or more. The range was .5 years to 1.3 years with a weighted mean of .7 years. Thus, the average gain for all schools was in accord with the stated objective."[3]

". . . the objective estimates a .7 year's average gain in language skills. . . . The weighted mean is .7 years. Five of the schools gained at least .7 years, while 2 schools achieved .6. The school gain scores ranged from .6 to 1.1 years. Fifty-two percent of the students achieved the expectation."[4]

Grades 9-12—"The anticipated average (reading) gain of 1.0 grade equivalent years as stated in the objectives was missed by both high schools. . . ."[5]

". . . the prediction was for 1.0 grade equivalent years average gain in arithmetic skills. The mean. . . was .3 year's growth which is short of the objective."[6]

**Area III**

Selected project objectives and pertinent achievement data from Portland Public Schools Area III projects is reported as follows:

Objective 3: Project participants in grades 3-8 will attain a standard score in reading equal to that obtained during the previous year.

Results: ". . .it can be said that the reading objective in grades 3, 5 and 7 was achieved."[a]

Objective 4: As a result of participating in a special math program emphasizing individual instruction: Project participants grades 3-8 will attain a standard score in arithmetic skills of computation, problem solving and concepts equal to that obtained during the previous school year.

Results: See Chart 12.

Area III data is reported in standard scores, and since student distributions were provided that data was represented by interquartile graphs making the data slightly more compatible with statewide reporting of achievement scores.

In addition, Area III has provided a chart depicting the average departure of achievement from predicted performance for grades 3, 5, 7.

The Portland data shown has been selected and compiled from the Portland Evaluation Reports; however, it does not include all data provided in the reports.

2. Summer Term Achievement, Chart 13.

The interquartile graph for summer term (Chart 13) shows smaller ranges of student gain scores than the regular term graph. Summer projects usually run from two to eight weeks, while regular term programs run from 18 to 36 weeks and for shorter daily instruction periods.

Achievement gains in Gates-MacGinitie Reading Test scores ranged from -.2 (two months loss) to a gain of 1.5 years. Primary and intermediate students show a similar range in achievement gains except for high potential students at the intermediate level whose gain was 9 to 17 months greater. Again, the scores are totally consistent with the low, average, and high potential designations.

Metropolitan Achievement Test gain scores ranged from -4 to 9 months. The ranges are similar in all grade level groups with the greatest range in the low intermediate group. Jastak Wide Range Achievement Test gain scores show ranges from -2 to .7 months and are in no instance consistent with low, average and higher potential designations.

**CHART 9**

**Number of Students Achieving High, Average, and Low Success Levels on Performance Objectives, Portland Area I**

| | Reading | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| Grades | Hi. | Av. | Low | N | Hi. | Av. | Low | N |
| 1 and 2 | 77 | 66 | 89 | 232 | -- | -- | -- | -- |
| 3-8 | 357 | 70 | 213 | 640 | 267 | 59 | 205 | 531 |
| 9-12 | 174 | 30 | 228 | 432 | 51 | 12 | 166 | 229 |

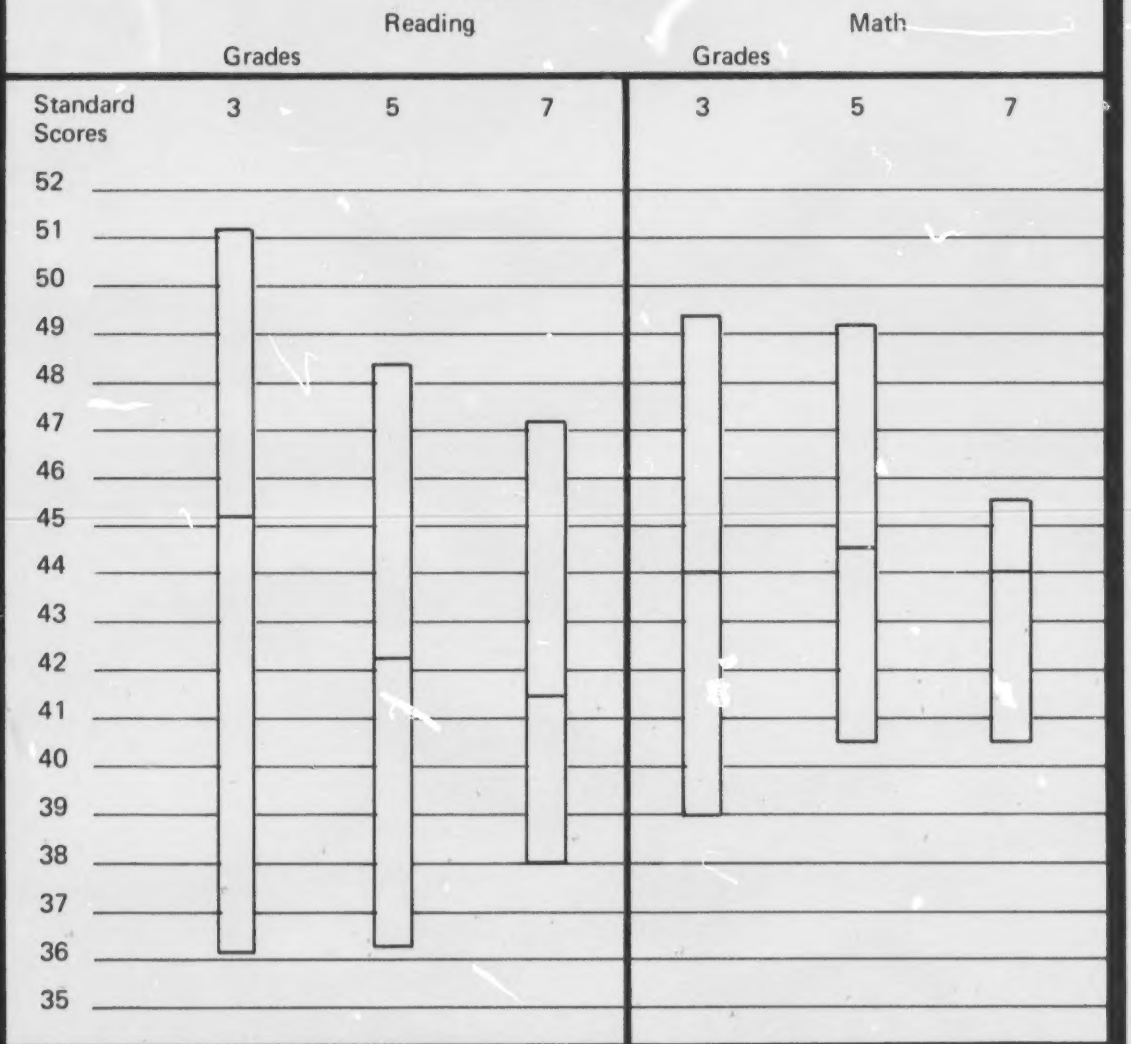
N = Number of students tested.

1 Area I Disadvantaged Child Evaluation Report 1972-73, School District No. I, Portland, OR, p.3
2 Pages 6-7.
3 Page 10.
4 Page 13.
5 Page 15.
6 Page 17.

a Area III Disadvantaged Child Evaluation Report 1973-74, School District No. I, Portland, OR, p. 7.

## CHART 10

Interquartile Ranges of Math and Reading Scores
for Students Grades 3, 5, and 7
Portland Area II




## CHART 10a

N and Mean Standard Score for
Reading and Math Grades 3, 5, and 7
Portland Area II

| | 3 | 5 | 7 |
|---|---|---|---|
| Reading | N=155<br>$\bar{X}$=43.95 | N=159<br>$\bar{X}$=42.86 | N=156<br>$\bar{X}$=42.71 |
| Math | N=139<br>$\bar{X}$=44.27 | N=154<br>$\bar{X}$=44.79 | N=157<br>$\bar{X}$=43.87 |

## CHART 11

Average Departure of Achievement
from Predicted Performance for Grades 3, 5, and 7
Portland Area II

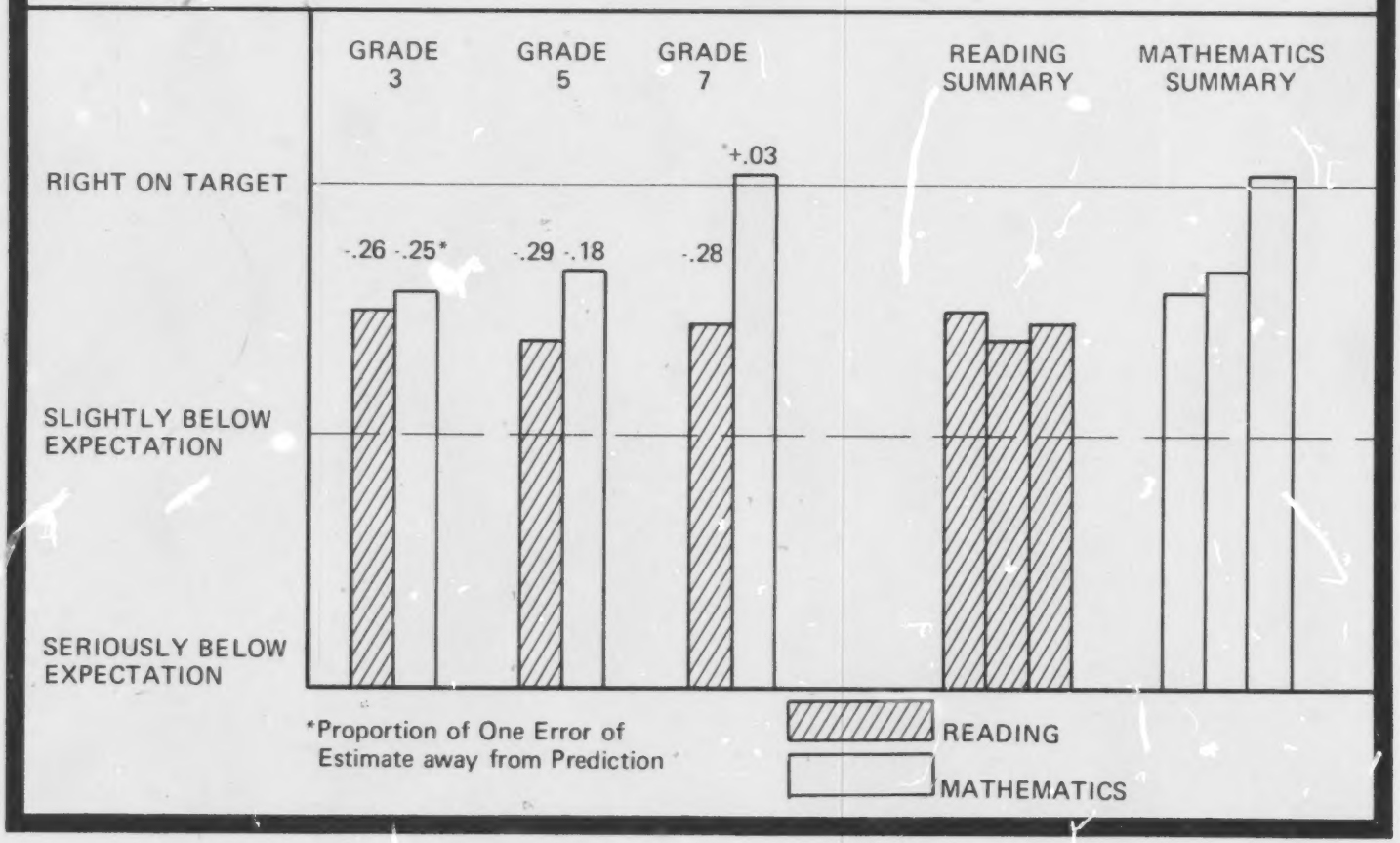
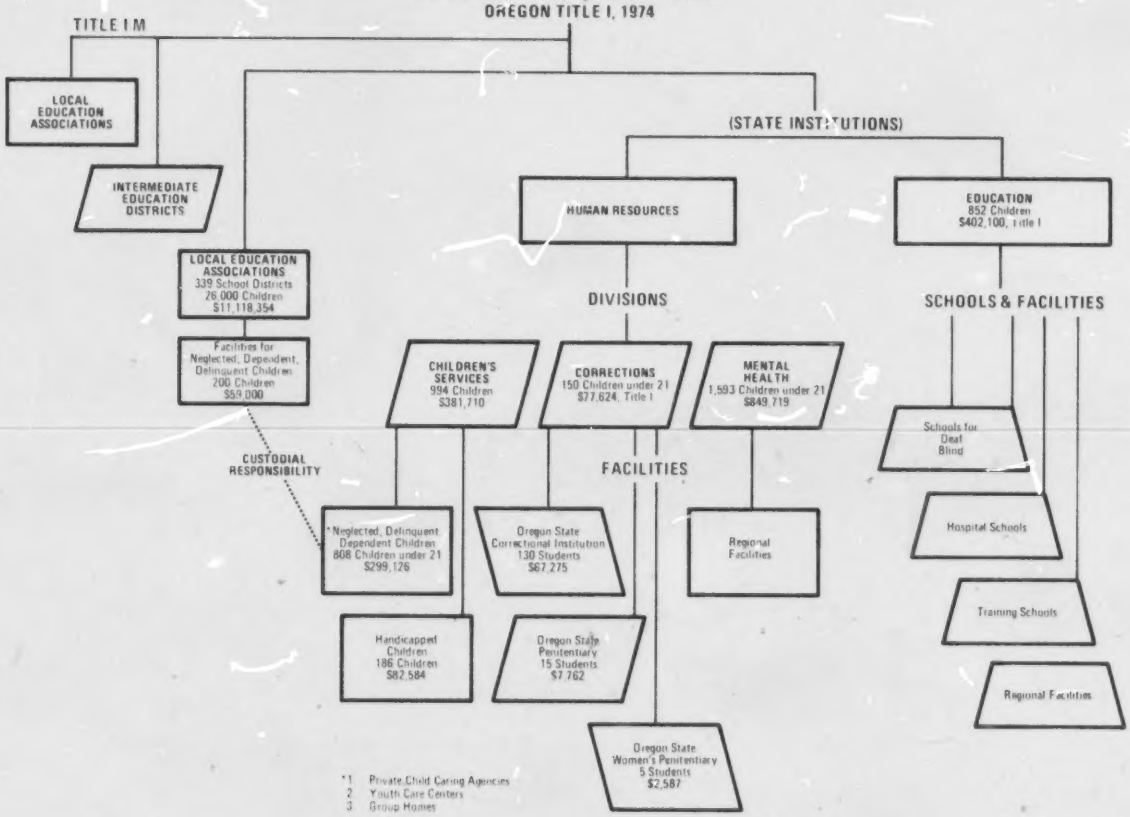


CHART 11a

Distribution of Funds, Agencies, and Children
OREGON TITLE I, 1974




3. Summary.

Achievement scores from the limited subsample of Title I projects show that student grade level gains ranged from approximately 1 to 2 months for every month in regular term programs. Summer term programs show 1.5 to 3.0 months grade level gain for each month of instruction.

Students at all grade levels (primary, intermediate, and upper) show achievement gains in Title I programs within exception of Jastak Wide Range Achievement Scores. There seems to be a consistent pattern within tests or across tests to indicate that children perform according to their estimated ability potential. The regular term Gates, Stanford and Metropolitan Tests and the summer term Gates Test record exceptionally large gains for students in the upper grades.

**D. Projects in Institutions for Neglected and Delinquent Children.**

A total of 22 institutions for neglected, dependent and delinquent children were funded by Title I through 18 local school districts. FY 74 allocations for these 22 institutions totaled $59,282. Thirteen of the grants were $2,500 or less; 8 were $2,501-$5,000; and one was over $5,000.

## CHART 12

### Student Achievement Data
### Portland Public Schools
### Area III

**Reading**

| Grades | 1972-73 | | 1973-74 | | Change |
|---|---|---|---|---|---|
| | N | $\bar{X}$ | N | $\bar{X}$ | |
| 3 | 454 | 47.1 | 441 | 49.1 | 2.0 |
| 5 | 431 | 45.9 | 419 | 46.1 | +.2 |
| 7 | 356 | 46.6 | 395 | 45.8 | -.6 |
| | 1,241 | | 1,255 | | |

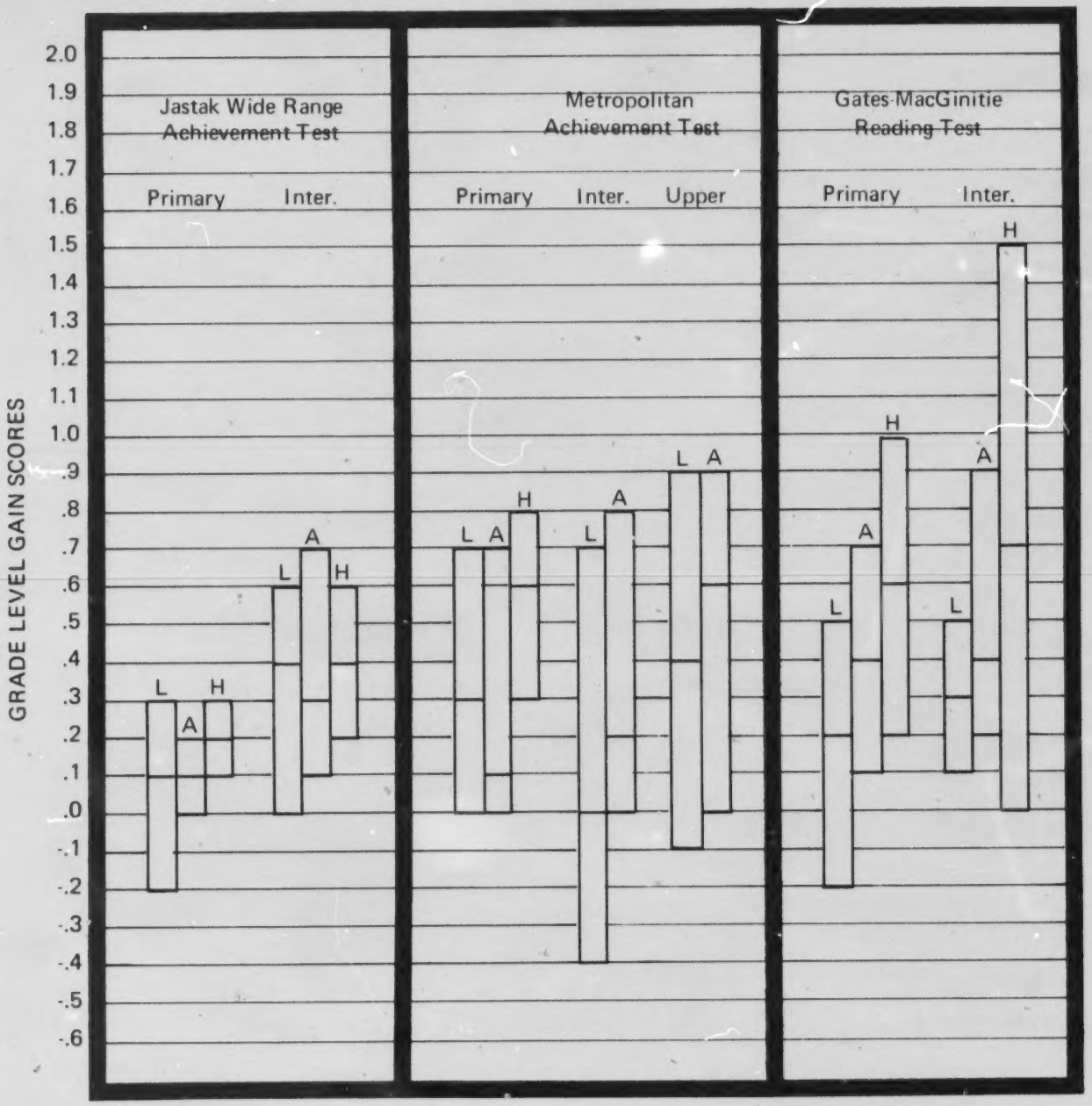
**Math**

| Grades | | 1972-73 | | 1973-74 | | |
|---|---|---|---|---|---|---|
| | | N | $\bar{X}$ | N | $\bar{X}$ | Change |
| 3 | Computation | 459 | 49.7 | 445 | 49.6 | +.2 |
| | Problem Solving | 442 | 47.7 | 445 | 47.8 | +.1 |
| | Concepts | 440 | 48.8 | 445 | 46.8 | -2.0 |
| 5 | Computation | 432 | 47.9 | 419 | 47 | -.9 |
| | Problem Solving | 429 | 46.1 | 419 | 46.2 | +.1 |
| | Concepts | 425 | 46.0 | 419 | 46.5 | +.5 |
| 7 | Computation | 370 | 45.3 | 395 | 46.6 | +1.3 |
| | Problem Solving | 368 | 45.6 | 395 | 46.6 | +1.0 |
| | Concepts | 365 | 45.5 | 395 | 45.1 | -.4 |

## CHART 13

**Interquartile* Ranges of Test Scores for Students Identified as Having Low, Average and High Learning Potentials, Summer Term**

*Middle 50% of Title I students tested.



In these 22 institutions there were 16 Title I projects with 5 of the 16 projects located in the Portland metropolitan area. Participants totaled 250 in all projects. The number of participants is distorted, however, by the high turnover in some institutions. Approximately 80 percent of the participants were in Grades 7-12 with the median at Grade 9.

In addition to the 22 institutions funded through LEA's there are eleven institutions for neglected, dependent and delinquent children funded through Children's Services Division. Eight of these institutions were transferred to Children's Services Division from local education agencies by act of the 1973 State Legislature. The remaining three—MacLaren, Hillcrest and Wynne Watts—continue to be funded through Children's Services Division as in previous years.

These eleven institutions reported 808 children and were allocated $299,126 for FY 1974.

**E. Corrections.**

Adult correctional institutions were admitted to Title I funding in March of the FY 1973 funding year, for educationally disadvantaged youth, under 21 years of age, in adult correctional institutions. Oregon identified eligible youth in the three correctional facilities and allocated $77,624 in FY 1974.

## OREGON CORRECTIONAL INSTITUTION

**Project Goals and Performance:**

**A. Develop attainable career goals for each student.**

1. Through counseling, instruction, a Career Information System outlet, etc., provide career awareness to the total eligible population, giving them an opportunity to explore the world of work; making a choice of careers; developing knowledge, understanding and the ability to synthesize the competencies needed to achieve success in a meaningful career.

2. Following assessment orientation, instruction and counseling, individual career goals will be established and mutually agreed upon by staff and client. Negotiated intermediate objectives, i.e., completion of GED, satisfactory performance in specified vocational training, will demonstrate achievement. Each individual's plan, his intermediate objectives, his current activities and his accomplishments will be reviewed and evaluated by project staff at least every three months.

**B. Motivate and assist each student to attain his highest level of academic, vocational, and social and economic development.**

1. Following appropriate counseling and instruction, those residents scoring below 5.0 on a standardized test will achieve a fifth grade level or better within a period of four months after entrance in the program.

2. Ninety percent of those residents testing between a 5.1 and 8.0 grade level will attain a 8.5 grade level within six months after entry into the program.

3. Seventy-five percent of those resident testing 8.0 or better will attain a GED certificate of equivalency of an Adult High School Diploma within six months after entry into the program.

**Program Description:**

The Oregon Correctional Institution is a closed correctional unit for first time offenders who have committed a violent or a nonviolent felony. There are some 485 boys and men up to 26 years of age in this institution with the average age being about 20. There are 295 eligible for Title I involvement; however, they are budgeted for 260. $77,000 was allocated for the program last year.

This program is unique in that learning center areas have been set up in the library; a person can be involved with reading, math, science or other educational needs in one area with one teacher who is interested in one particular field. Most of the young men involved have been triple dropouts, and individual attention in helping them to be successful in their first learning experience under the program is most important. A battery of psychological tests is given to each person on admissions so that academic needs can be definitely assessed.

Family involvement is limited until the person is ready for discharge. Their vocational training section was most impressive and obviously well run and successful.

In view of this center the whole experience was based on rehabilitating the young men so that they can be productive members of the society. The impression of the Center did not show a feeling of punitiveness as much as trying to help change directions and behavior patterns of misguided young people.

**Description of Title I Instructional and Service Activities provided.**

The Corrections Division proposes to contract for counseling and instructional services from Chemeketa Community College, establish a learning center at OSCI based upon assessment, evaluation and design provided by Northwest Regional computer-based teletypewriter terminal at OSCI to augment staff activities in developing career goals and plans for each non-high school resident under the age of 21.

**Career Component:**

Three or four Career Counselors were employed the first two to three months of the project to screen and assess the needs of the present 343 target population. By evaluating current test results and staff reports and by conducting group orientation and individual counseling, they will develop a viable program with each potential participant, outlining educational/career awareness goals and strategies which can be realistically attained by the client. Ninety-five percent of these clients should agree to the plan developed with apportionate number participating in the Learning Center to achieve stated goals and objectives.

It is anticipated that the time spent on each assessment would be 2-3 hours with an additional hour every 90 days for follow-up. By use of the Career Information System, the time spent might be reduced as participants can acquire much career development information by individually operating the terminal.

One or two counselors will be retrained for twelve months for follow-up and intake counseling. Approximately 240 (20 per month) new commitments under age 21 are received each year and assessment, plan development, etc., resources must be available as an open-entry activity.

After an individual's career plan is mutually agreed upon by the student with project staff and approved by his Unit Team and the institution Review Committee, he will be assigned to the activity which will accomplish his first objective; i.e., learning center, academic school, vocational training, MDTA individual referral, education release, work release, VTD training, etc.

**Learning Center Component:**

A Learning Center at OSCI will be planned, designed and developed with the assistance of Northwest Regional Educational Laboratory. Individualized programmed instructional materials which are career oriented or multidisciplinary will be screened, evaluated and recommended by NWREL for our educationally deprived young adults.

The learning resource center will be a multimedia, mutimodel and multilevel communications skills system that is specifically designed for use by the undereducated or uneducated adult offender who is unable to function effectively in school or in the working world. A systems approach is to be developed which will combine audiovisual and instrument techniques with a variety of printed materials in interdependent, interlocking cycles of instruction designed to facilitate the accomplishment of learning. Subject content for lessons will be selected or written to meet the academic, vocational, social and cultural needs of this population.

Most eligible students will utilize the learning center as it will supplement the ongoing education programs. Present staff will often refer students there for specialized additional or individual instruction. However, most referrals will result from implementation of each student's career development plan and the prescription mutually prepared by the student and his counselor.

Two or three teachers will be employed to operate the center, prepare programmed materials and conduct classroom instruction following the initial assessment and plan development period. They will be assisted by three paraprofessionals who will tutor individuals, operate equipment, obtain materials for students, coordinate the center and school library activities, duplicate lessons, etc.

A portion of this program that is unique and will probably produce significantly better results than otherwise, is the payment of a stipend, upon the approval of the superintendent, to those clients who enter an educational program, maintain successful attendance and progress and finally, who complete the program. The payments planned are 25 cents per day with the potential of advancing to 50 cents per day on demonstrating the necessary qualities of initiative, progress and achievement.

**Personnel Training:**

**In-Service Education for Title I Staff Members.**

All Corrections Division direct service staff are required to attend 80 hours of preservice training and orientation and 20 hours of in-service annual training, conducted by the Division. No Title I funds are budgeted for this training. Specialized in-service training, i. e., participation in workshops, conferences, seminars, etc., which relate to teaching in a correctional setting, will be provided when the need is indicated.

The following staff is required to accomplish the project goals:

A. One Teacher II (50% Project Director, 50% Counselor).

B. 2.5-3 Teacher I. Two of these teachers will be experienced at operating a Learning Center. The 0.5 - 1.0 position will provide Art, Music, Drama, etc., instruction/activity.

C. 3-4 FTE Career Counselors for the first three months.

D. Three Teacher Aides.

These staff or their FTE services will be contracted through Chemeketa Community College.

Because the learning center will supplement all existing academic and vocational programs, the present teachers in correctional institutions will require in-service training to (1) more effectively utilize the new resource and (2) to plan and prepare programmed materials in their subject speciality which would become part of the center's library. A workshop for correctional educators from Oregon, Washington, Idaho and Alaska, sponsored by Region X will provide overall information. A subsequent workshop in Salem will address the specifics of program design, photography, slide preparation, dubbing, etc.

**Results:**

Results will be compiled in June 1975.

## SELECTED PROJECT DATA

### A. Student Participation in Title I: Charts 14, 14a, 15.

In FY 1974, a total of 26,557 Oregon students were enrolled in Title I projects for the regular term and 8,644 for the summer term. An unduplicated count for the year is not available because some students were enrolled in both regular and summer term projects.

Chart 14 shows that Title I in Oregon predominantly enrolls students from the primary grades. Peak enrollment occurs in the first four grades, with a steady decline in enrollment from Grade 5 through high school. Public school enrollment in primary grades (excluding Portland) is distributed as follows for the regular term: 15% in Grade 2; 15% in Grade 1; and 14% in Grade 3. Summer term enrollment is most highly concentrated in Grade 1 (14%), with 16% in Grade 2 and 15% in Grade 3. Both regular and summer terms enrolled 10-12% fourth graders in Title I programs. In FY 1972, by contrast, the largest percentage of Title I students for both regular and summer terms was in the second grade.

The breakdown of Portland's Title I enrollment differs slightly from that of the rest of the state. Enrollment percentages are more evenly distributed in the elementary grades with 7 to 10% of the children in each grade, levels 1 through and including Grade 9. This contrasts with the statewide concentration of enrollment in Grades 1-4.

High school grade comparisons, Portland and statewide, are similar with the exception of 10th grade. Ten percent of Portland Title I students are 10th graders, both regular school year and summer, as compared to 2-5% statewide enrollment.

Nonpublic school enrollment in Grades 1-9, with the majority of students enrolled in the first four grades. Peak enrollment occurs in Grade 2 (46%) for summer term projects and Grade 4 (23%). (See Chart 15.)

### B. Percent of Students in Major Instructional Areas: Charts 16, 16a, 17.

Many Title I students participated in more than one instructional area and have been counted more than once. A larger percentage of summer term students participate in more than one instructional area than regular term students. In Portland Title I projects, participation in more than one instructional area is especially high, with 71% or more of the students participating in at least three instructional areas during the regular term, and four areas during the summer term. Because of the mutliple participation in instructional areas by single students, the total percentage of participating students reported on the charts will not total 100.

In FY 1974, regular term projects (excluding Portland) enrolled a total of 96% of Title I public school students in reading (89%), and language arts (9%). Math enrollment jumped from 5% in FY 1973 to 18% in FY 1974. Enrollment in all other instructional areas was 10% or less, as follows: 7% in cultural enrichment activities, 2% in vocational education, and 4% in preschool. (See Chart 16.)

Portland enrollment over three-fourths of their Title I public school students in each of three areas—90% in reading, 52% in language arts, and 78% in math/science, with about 26% in cultural enrichment activities. These percentages include the high rate of student participation in more than one instructional area. (See Chart 16a.)

Summer term projects (excluding Portland) enrolled 79% of Title I public school students in reading and language arts, in contrast to 96% in regular term projects. Other instructional areas with relatively high summer term enrollment in FY 1974 are: 24% in math/science; 13% in cultural enrichment; and 5% in "other" activities.

Portland enrolled a high percentage of Title I summer students in the three basic skill areas of reading (93%), language arts (48%), and math/science (78%). Other major concentrations of Portland summer enrollment were 29% in cultural enrichment and 3% in the "other" category. Again, these percentages reflect the high rate of student participation in more than one instructional area.

The majority of nonpublic Title I students were involved in the instructional area of reading, both summer and regular term. (See Chart 17.) During the summer term, 39% of nonpublic Title I students were enrolled in physical education activities; however, this percent is deceptive considering an N of 86 in that category. Both regular and summer terms decreased their enrollment in language arts from FY 1973 to FY 1974. Cultural enrichment activities dropped in summer and increased during the regular term from FY 1973 to FY 1974.

### C. Percent of Students Receiving Support Services: Charts 18, 18a, 19.

The percentage of Title I public school students receiving support services through FY 1974 regular term projects is most highly concentrated in the areas of transportation (4%) and food (5%). (See Chart 18.) The remaining support services assisted about 1-6% of the students. A comparison of FY 1973 and FY 1974 data for the regular term reveals that food, social work, and transportation remain the support services most often budgeted for Title I students.*

*Note: Percentages in FY 1973 and FY 1974 reports are not directly comparable. FY 1974 support services percentages were figured on the basis of the total population served by Title I. FY 1973 percentages were based on the small percentage of the total Title I population that received Title I support services.

## CHART 14

**Percent of Public School Students Participating in Title I by Grade Level**

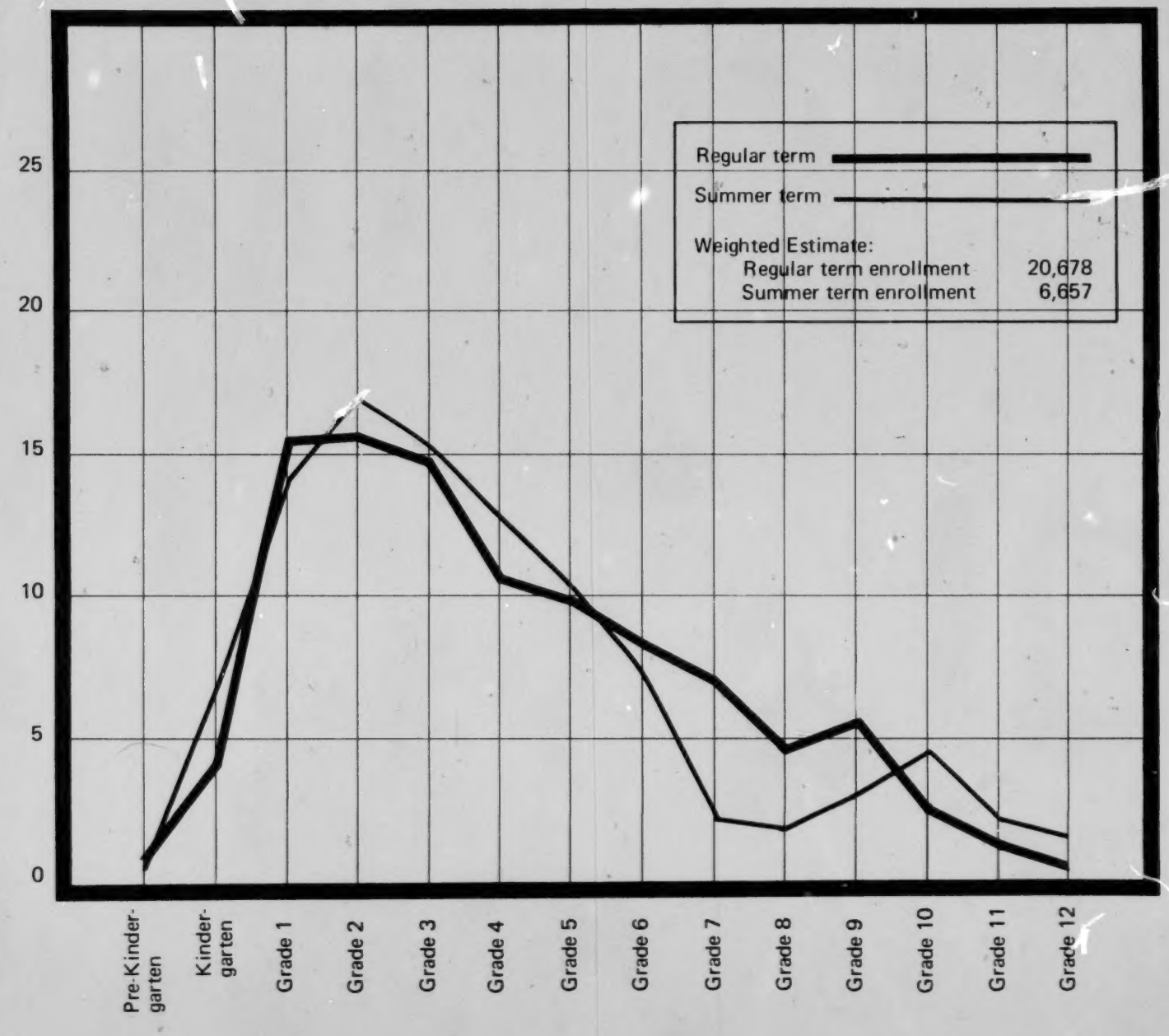
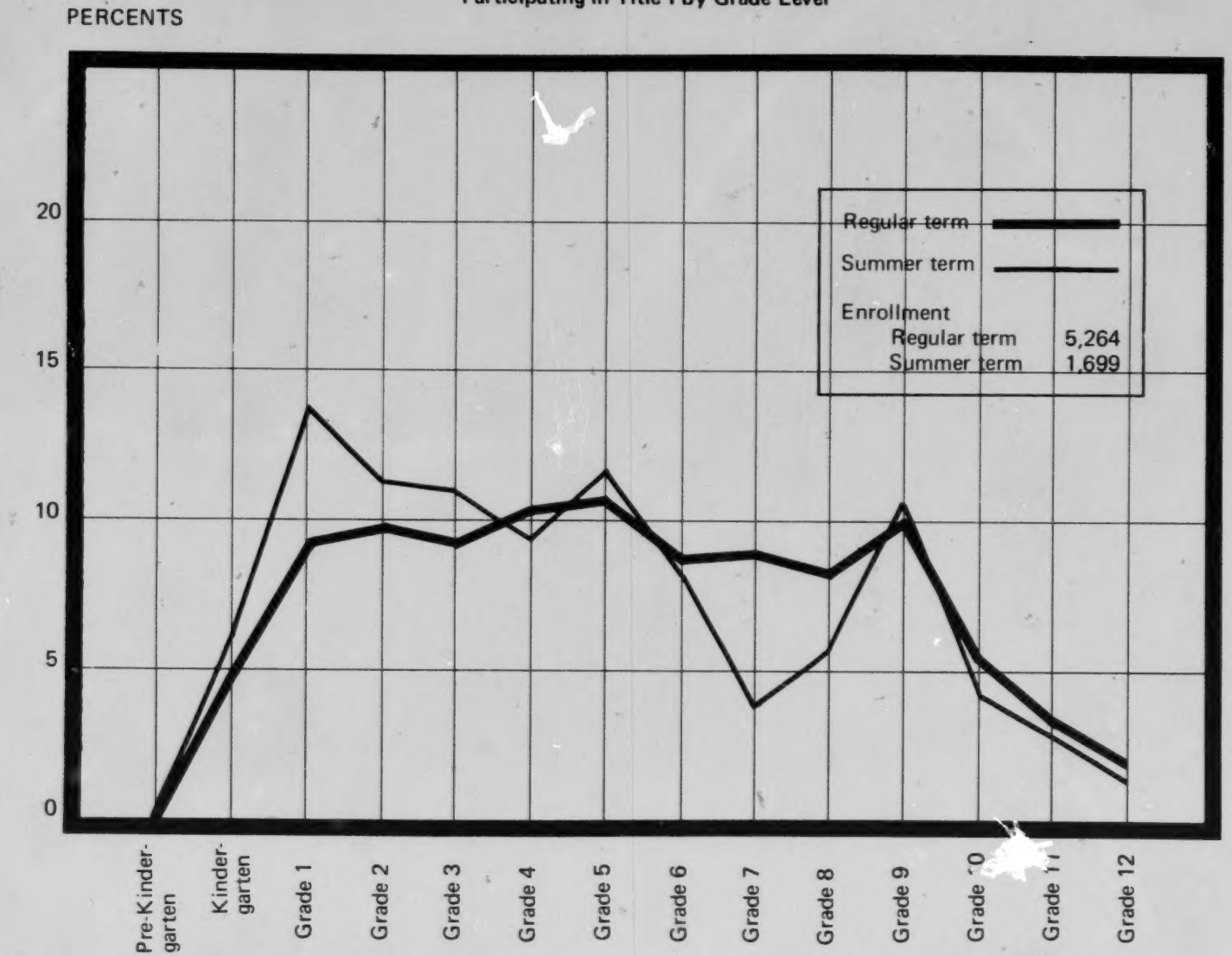
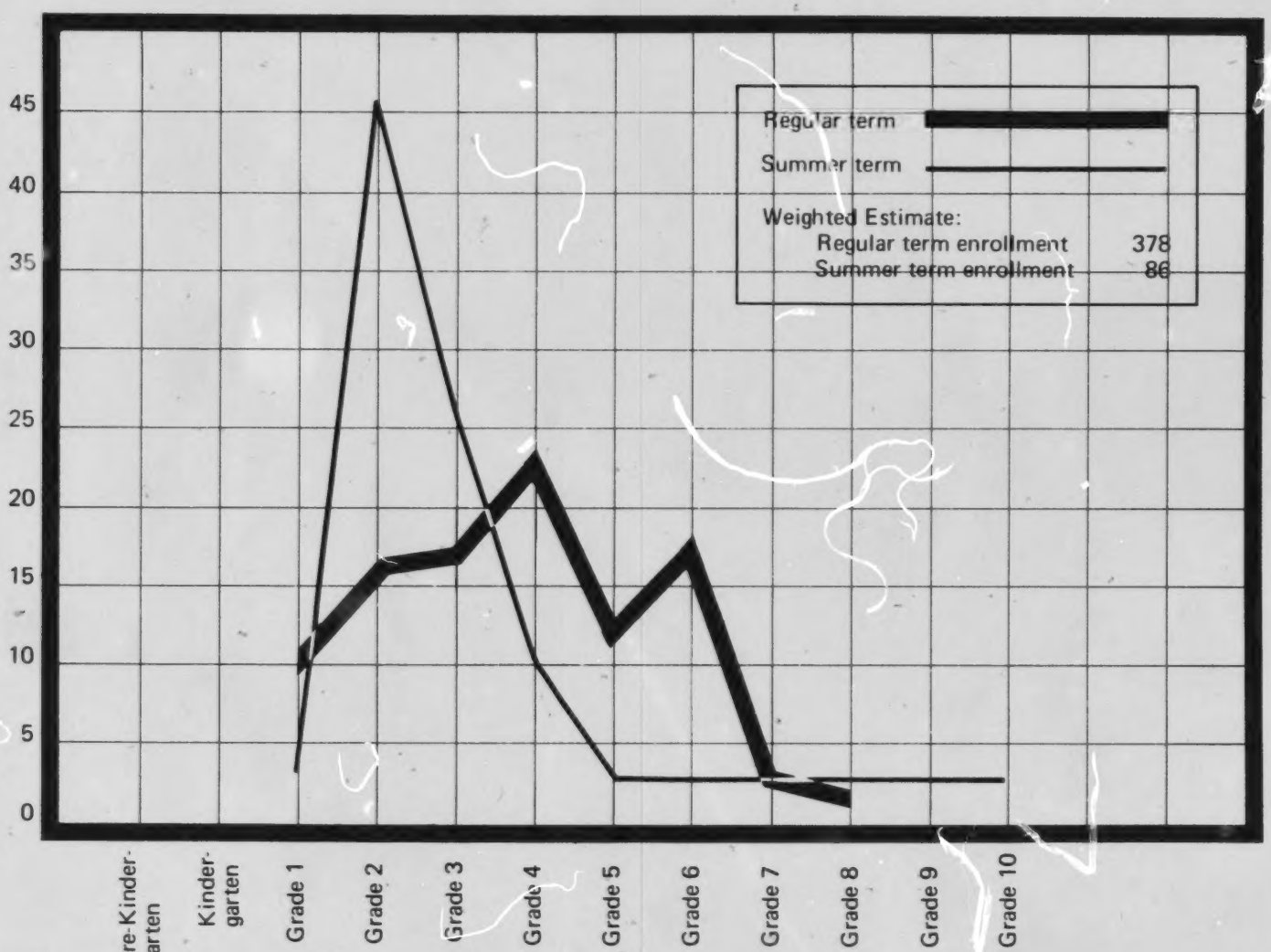


**CHART 14A**
**Percent of Portland Public School Students**
**Participating in Title I by Grade Level**



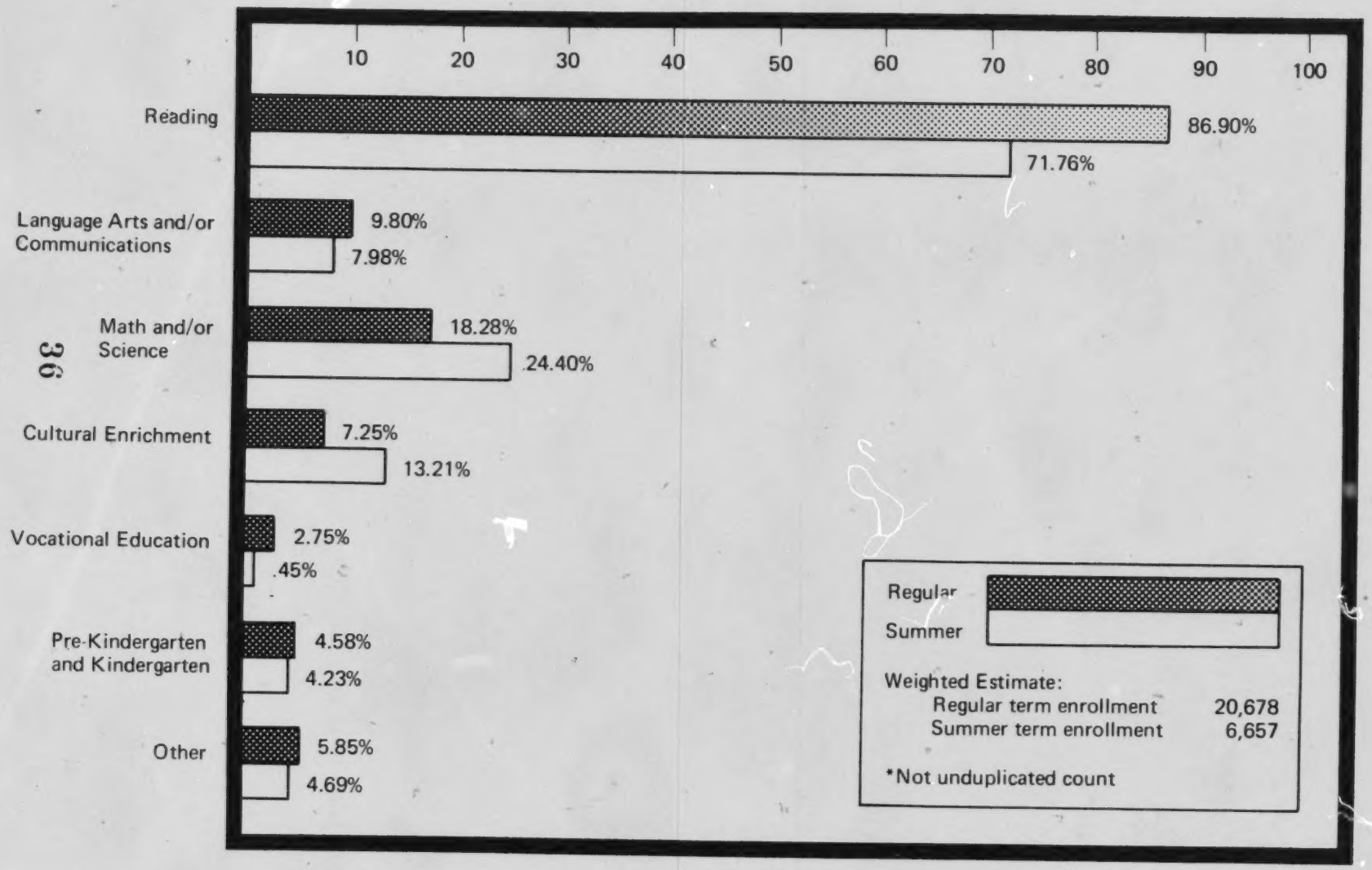
## CHART 15

**Percent of Nonpublic School Students Participating in Title I by Grade Level**



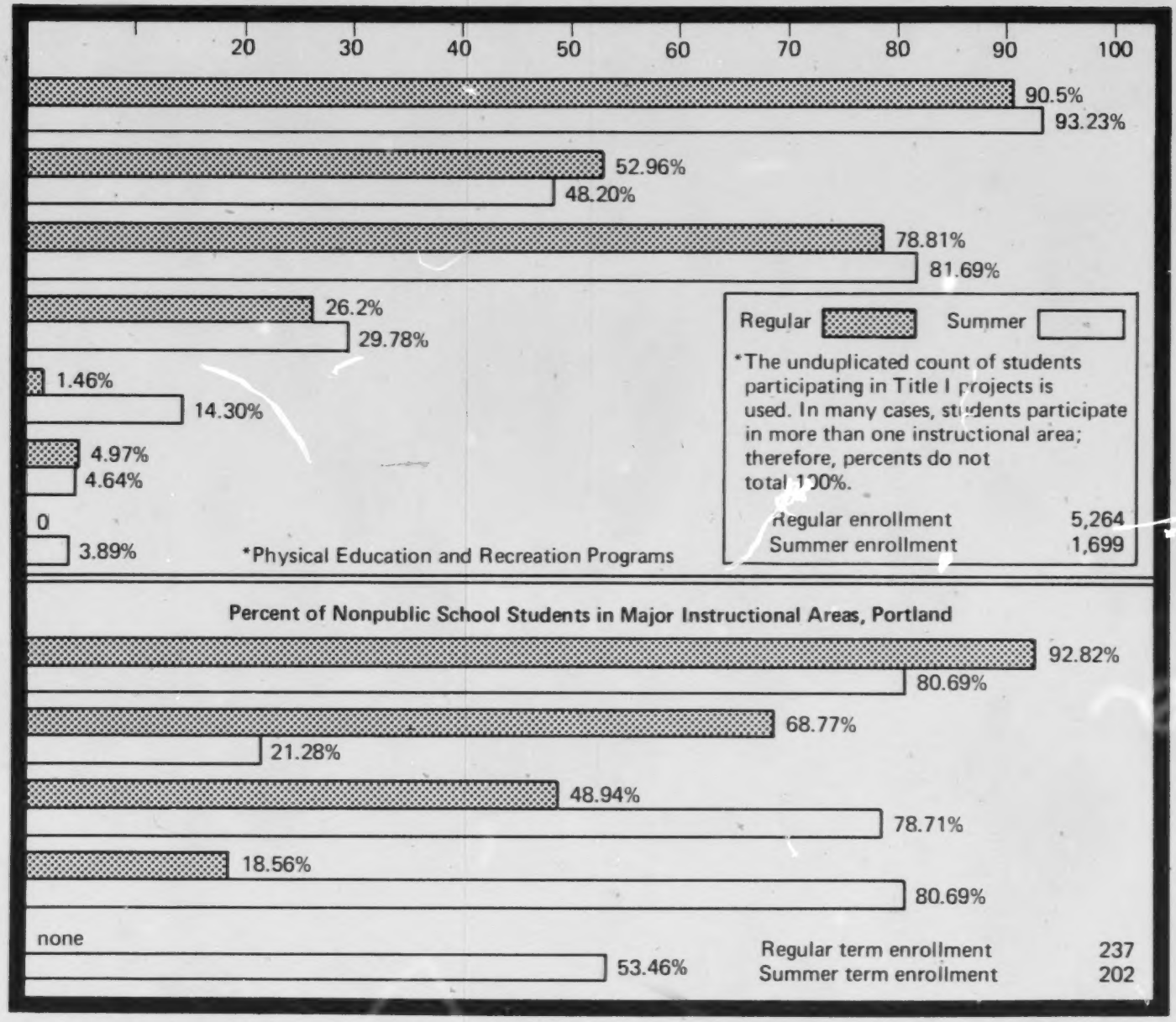
## CHART 16

**Percent of Public School Title I Students in Major Instructional Areas**



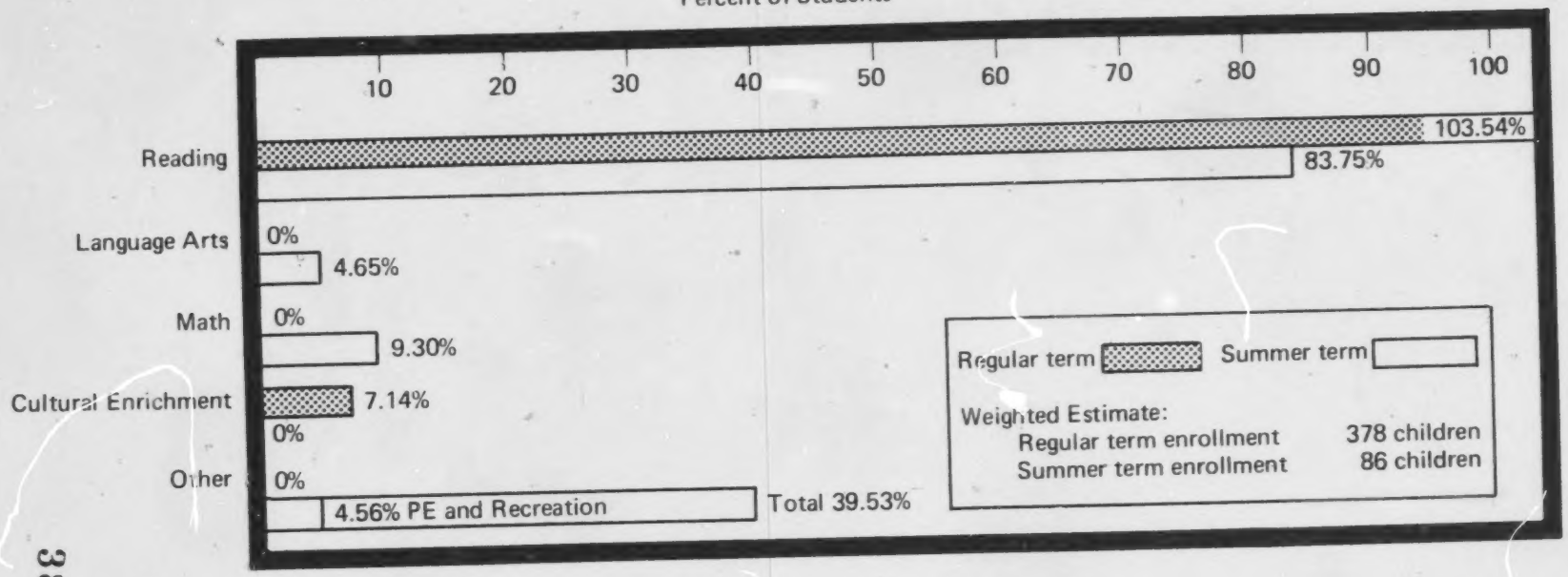
## CHART 16A

**Percent of Public School Title I Students in Major Instructional Areas, Portland**



## CHART 17

**Percent of Nonpublic School Students in Major Instructional Areas in State of Oregon**








## CHART 17A

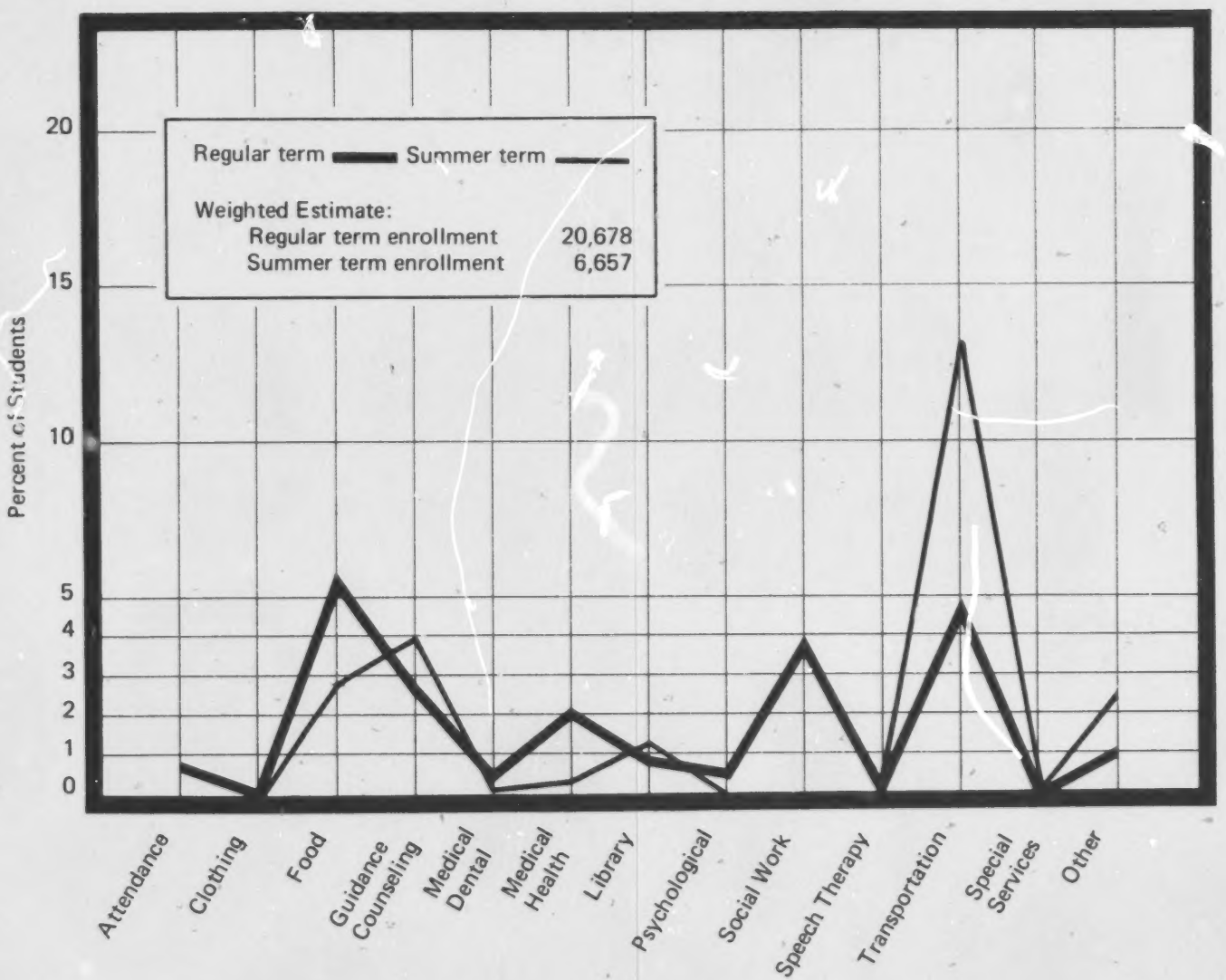
**Expenditures and Numbers of Children Served in Instructional Areas**

| Number of Dollars | | | Number of Children | |
|---|---|---|---|---|
| Regular | Summer | | Regular | Summer |
| | | Nonpublic | | |
| $ 22,447 | $ 10,208 | Portland | 237 | 202 |
| 119,291 | 9,750 | Statewide | 378 | 86 |
| | | Public | | |
| $1,281,075 | $139,986 | *Portland | 5,264 | 1,699 |
| 5,868,160 | 686,186 | Statewide | 20,678 | 6,657 |
| $7,290,973 | $846,130 | Subtotal | **26,557 | **8,644 |
| $8,137,103 | | Total | | |

*Actual figures
**Weighted Estimates

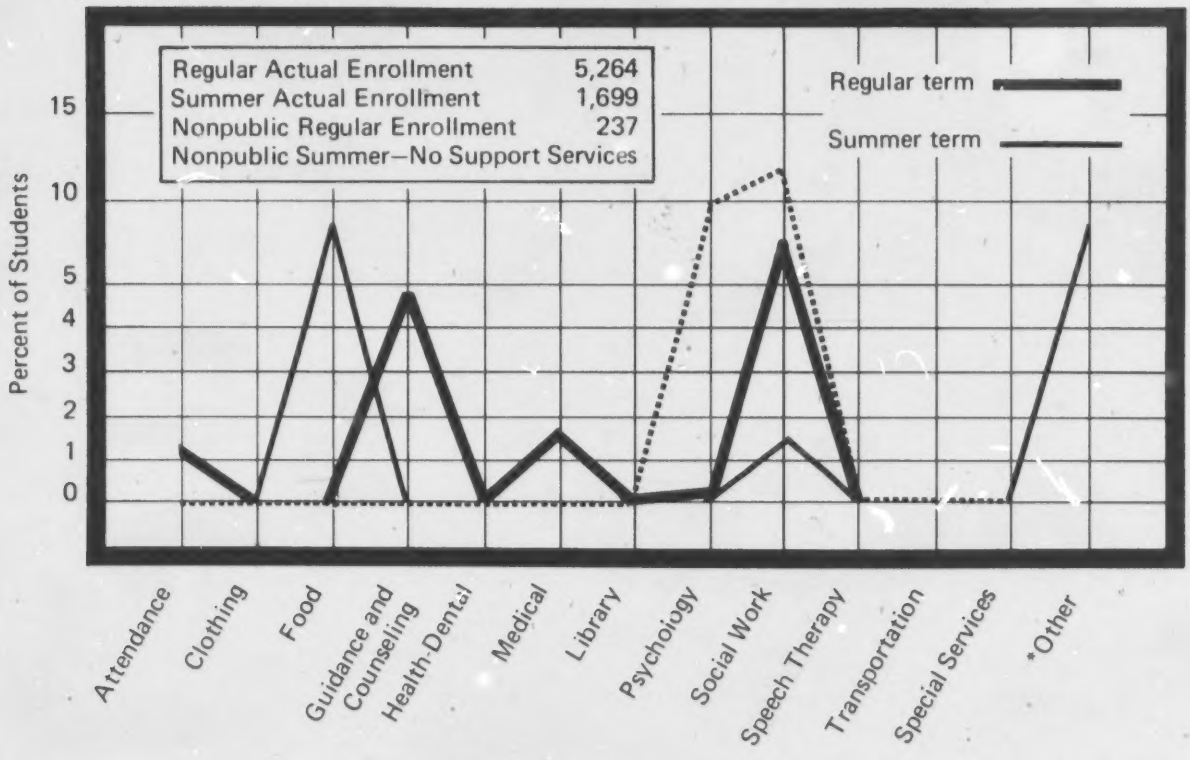
Adding these figures would result in a duplicated count.

## CHART 18
Percent of Public School Students Receiving Support Services



## CHART 18A

**Percent of Public and Nonpublic School Students Receiving Support Services, Portland**




*Community agent services

## CHART 18B

**Percent of Students K-12 Grade Levels Receiving Support Services**

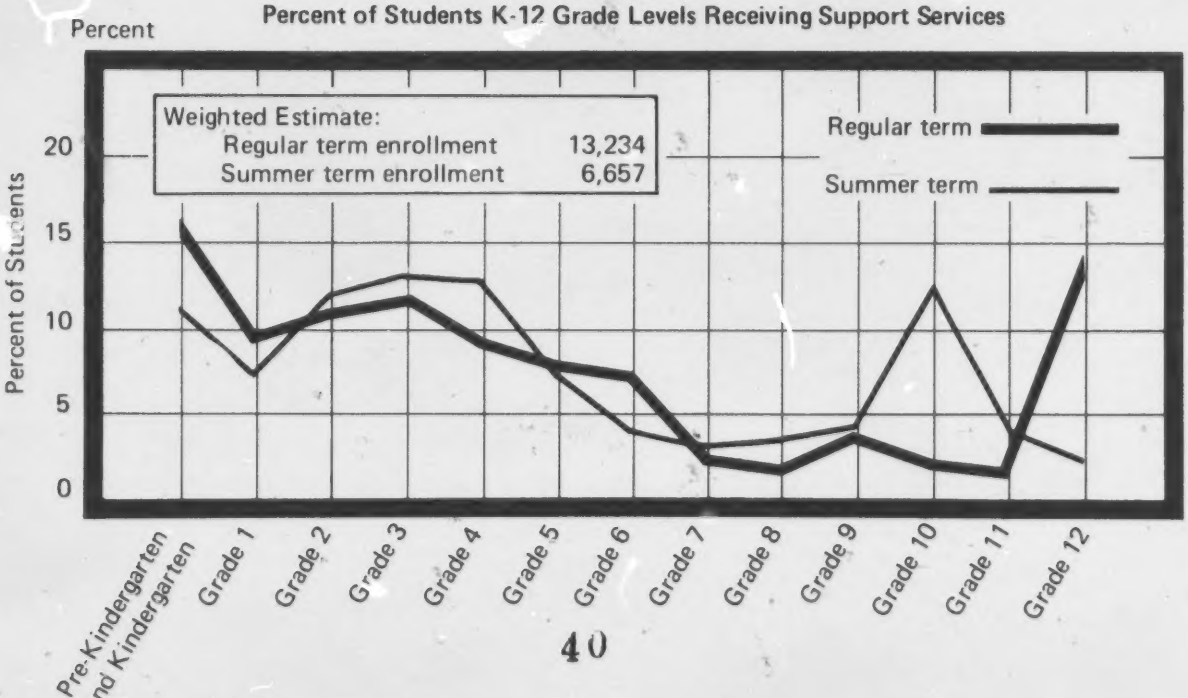
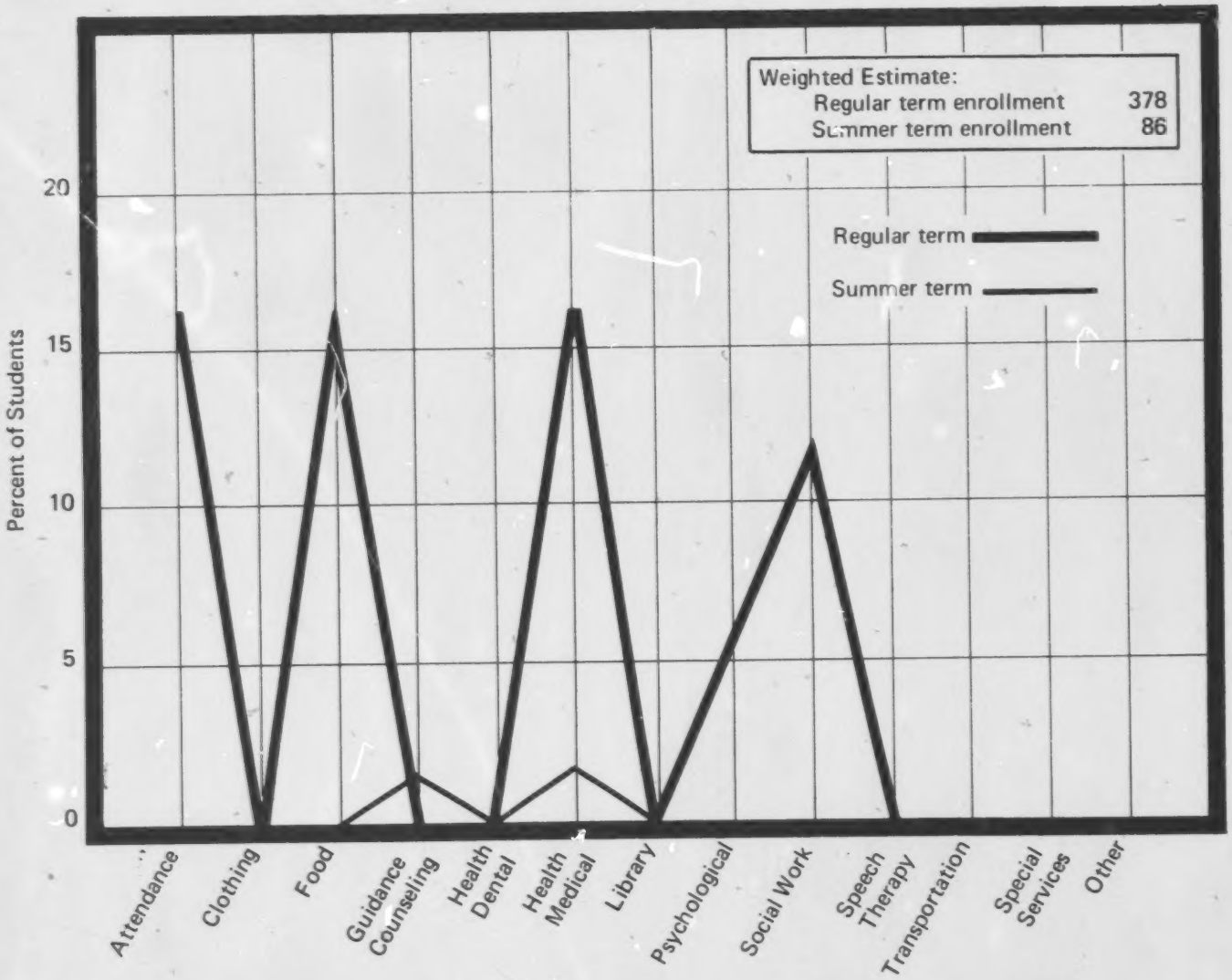


CHART 19

Percent of Nonpublic School Students Receiving Support Services—Statewide



In the summer term, the percentage of Title I public school students receiving support services is highest in the areas of transportation (13%), social work (2%), guidance counseling (4%).

Portland students received Title I funded support services as do other public school students. The most important support service for Portland's regular term projects is social work, serving 6% of participating students, with additional support in guidance counseling (5%), and food services (7%). Community agent services (7%) were primary summer term support services. (See Chart 18a.)

Nonpublic students in regular term projects mainly receive social work services (13%), and psychological services. Summer term support services were not compiled for FY 1974. (See Chart 18a.)

Chart 18b shows regular term support services highest for preschool and kindergarten students and twelfth graders. Summer school support services focused on students in Grades 2, 3, 4 and 10.

Chart 19 shows the percent of nonpublic school students receiving support statewide.

**D. Expenditures in Instructional Areas: Charts 20, 20a, 21.**

Instructional activities for public school students in FY 1974, received $5,868,160 in Title I funds (excluding Portland). Chart 20 shows the distribution of expenditures in the following instructional areas: 79% for reading, 3% for language arts, 6-22% for math, 2-7% for each of the remaining instructional areas, and 3-4% for the "other" category. Projects in FY 1973 spent nearly 8% more in reading than in FY 1973 and 4-14% more in math. Projects spent far less in the "other" category than in the previous year, decreasing from 16% to 4%.

Expenditures for summer term Title I instructional programs increased from $592,603 in FY 1973 to $686,186 in FY 1974 (excluding Portland). This increase still remained far below the $1,276,438 spent in FY 1972. The distribution of funds according to instructional areas is: 59% for reading, 3% for language arts, 22% for math/science (up from 9% in FY 1973), 7% for preschool activities, and 3% for cultural enrichment activities. The "other" category enrolled only 3% of summer term Title I students.

Portland spent $1,281,075 on regular term Title I instruction, with 41% for reading, 17% for language arts, 26% for math/science, and 1-5% distributed in other areas. Portland's summer term projects spent 34% of $139,986 for instruction in reading, 21% for language arts, 30% in math/science, 5% in cultural enrichment activities, and the rest in other areas. (See Chart 20a.)

Title I instructional expenditures for nonpublic school students are distributed in the same four areas for both regular and summer terms. In the regular term, 98% of the $119,291 was spent for reading/language arts instruction, 3% for math/science, 9% for physical education (other), and 1% for cultural enrichment activities. In the summer term, 86% of $9,750 was spent on reading/language arts, 3% for math/science, 9% for "other." (See Chart 21.)

**E. Expenditures for Support Services: Charts 22, 22a, 23.**

Support services constitute about 5-6% of the total reported expenditures for Title I in FY 1974. Regular term expenditures of $322,396 for public school Title I students (excluding Portland) were primarily for social work (31%) and guidance counseling (33%). The remaining 36% of expenditures are primarily for transportation (8%), medical services (10%), and food (14%) with the remaining 4% in other services. Support services for the summer term cost $47,080 in FY 1974, distributed primarily for transportation (48%), food (14%), and guidance counseling (27%), with 1-9% distributed among other areas. (See Chart 22.)

Portland's main support service expenditures are for social workers and guidance counselors. Regular term spending for Portland's Title I support services totals $76,527 and only $7,467 for the summer term. About 56% of both regular and 12% of summer term expenditures were for social work services, with an additional 41% for guidance counseling during the regular term. Food services were 12% of support service expenditures in the summer term. A curriculum project tabulated under "other" expended 76% of the summer term support monies. (See Chart 22a.)

Portland nonpublic school students received a total of $5,002 in support services in the regular term with none listed in the summer term. Regular term spending was for social work (62%), and psychological services (38%). The highest summer expenditure was for social work (62%). (See Chart 22a.)

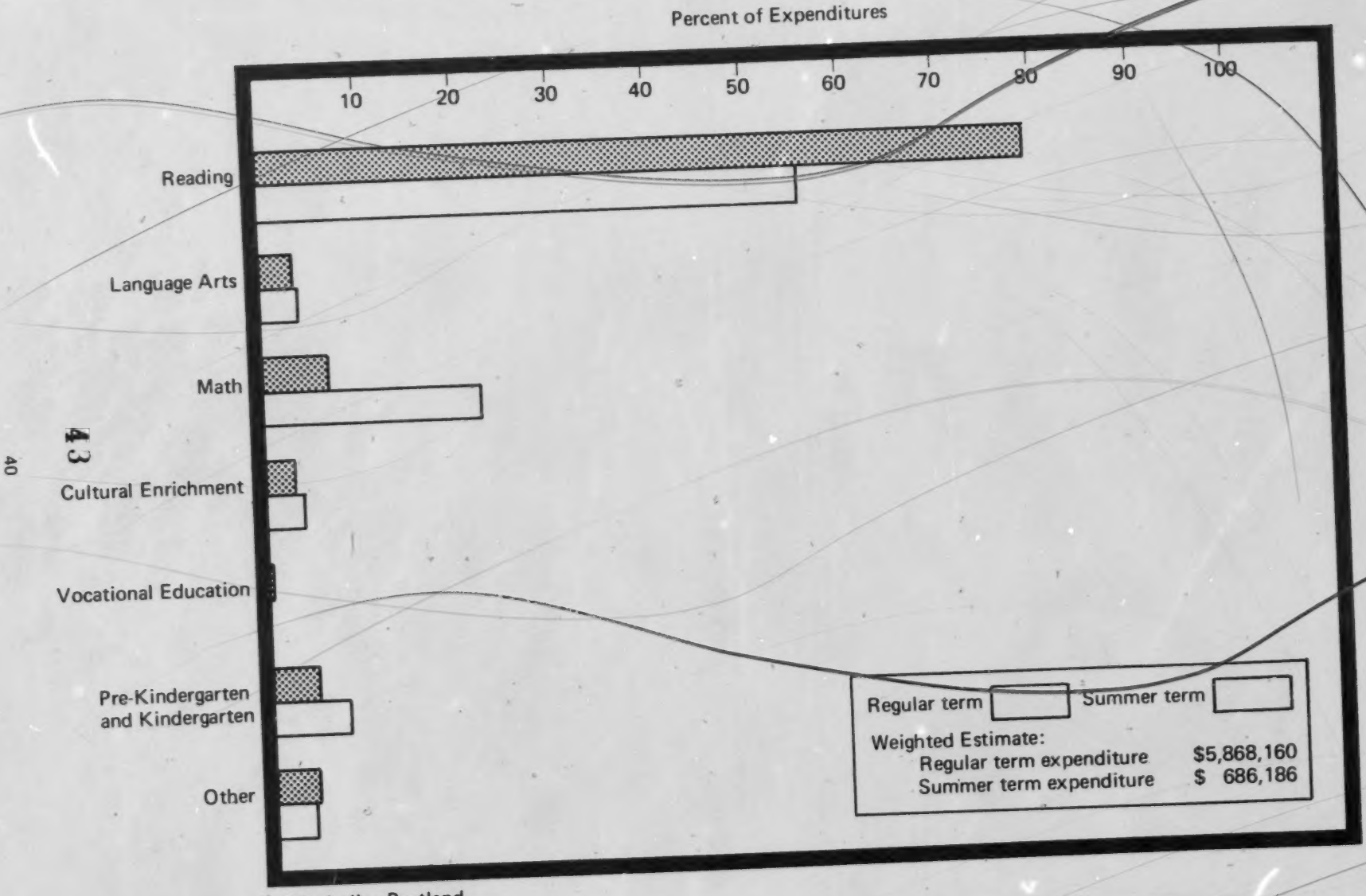
Statewide nonpublic students received $11,378 in regular term support services and $1,454 for summer term. Regular term expenditures were in two major services: guidance counseling (22%) and medical care (a whopping 78%). Summer term funds were mainly distributed among attendance services (21%), library (24%), transportation (38%), medical (8%) and food (6%).

**F. Personnel Employed with Title I Funds: Charts 24, 24a, 25.**

The main types of school personnel employed with Title I funds are teacher aides and elementary teachers. Over half of the Title I personnel were aides in the regular term, closely followed by elementary teachers

## CHART 20

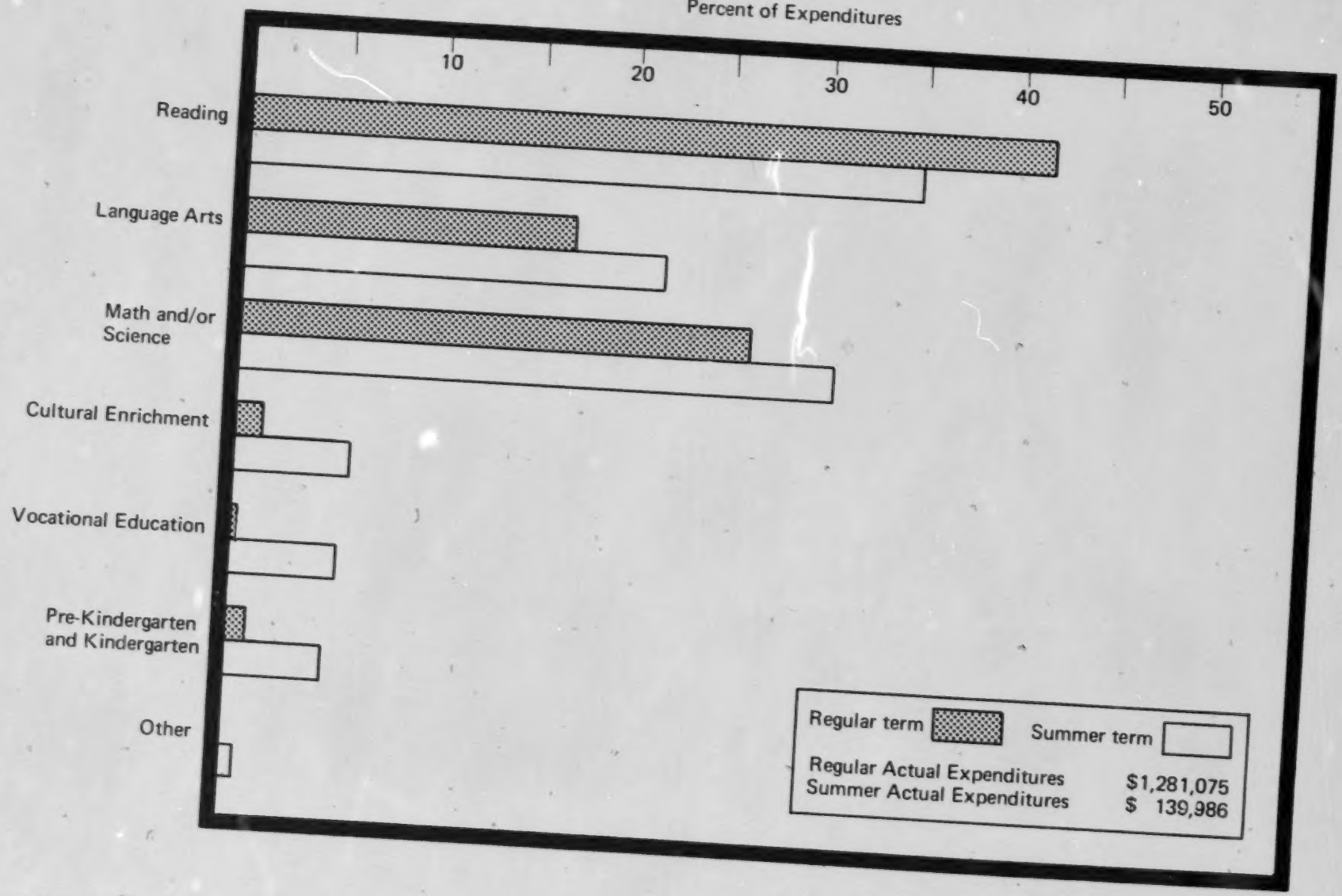
**Percent of Public School Project Expenditures by Major Instructional Areas in State of Oregon***




*Excluding Portland

CHART 20A

Percent of Public School Project Expenditures by Major Instructional Areas, Portland



## CHART 21

**Percent of Nonpublic School Project Expenditures by Major Instructional Areas in State of Oregon**

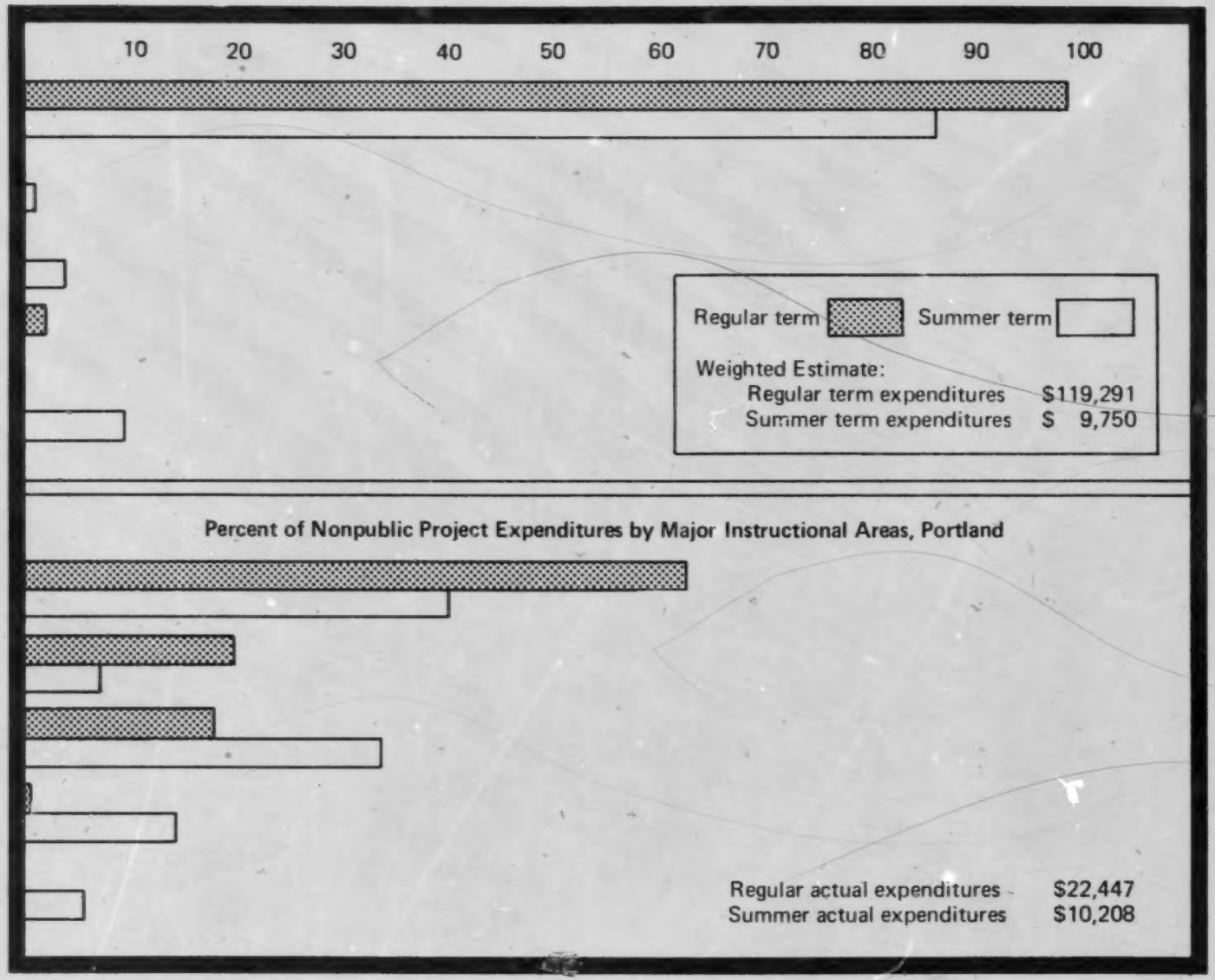


CHART 22

Expenditures for Support Services Provided Title I Project Students

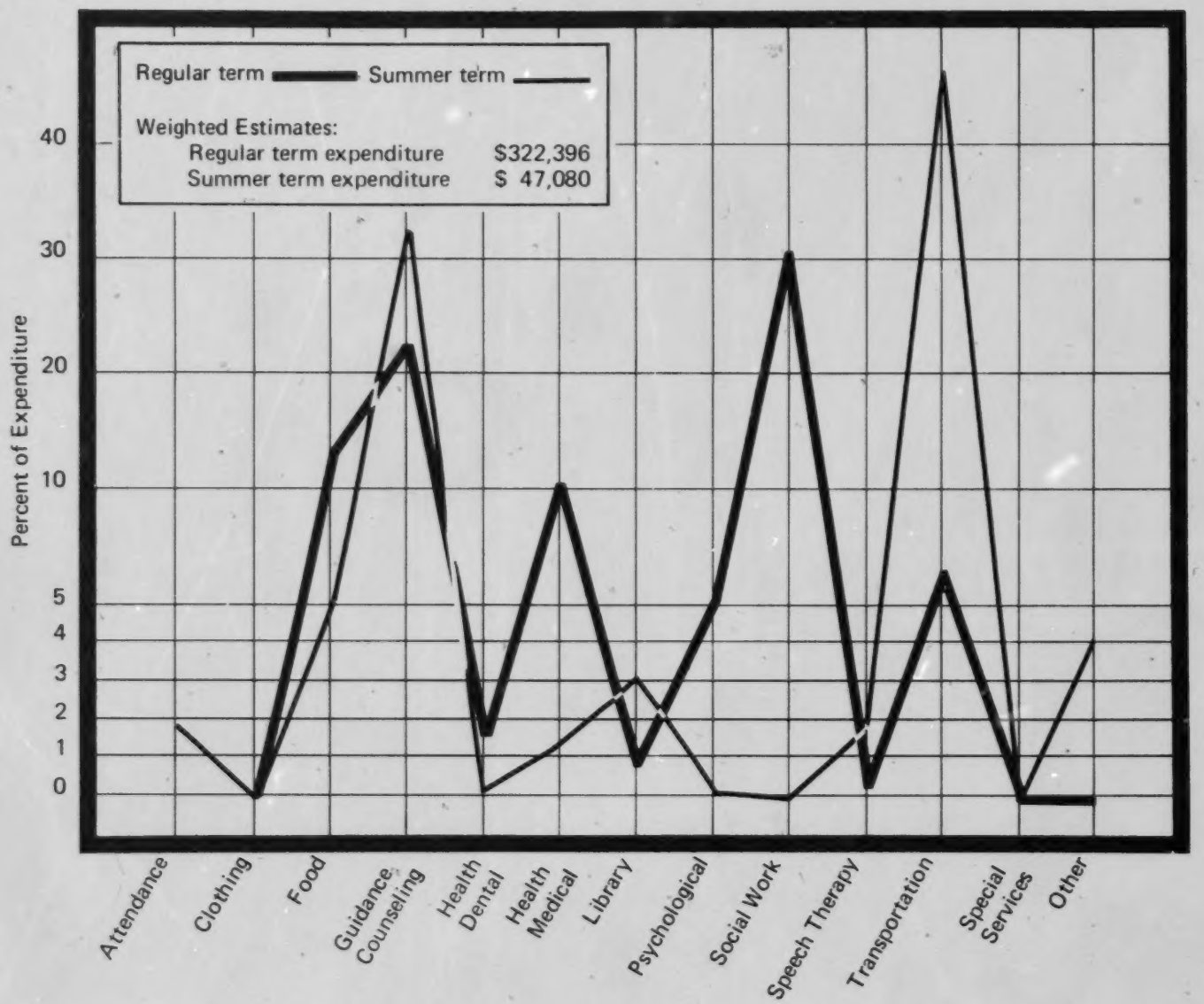


**CHART 22A**

**Percent of Public and Nonpublic School Expenditures for Support Services, Portland**

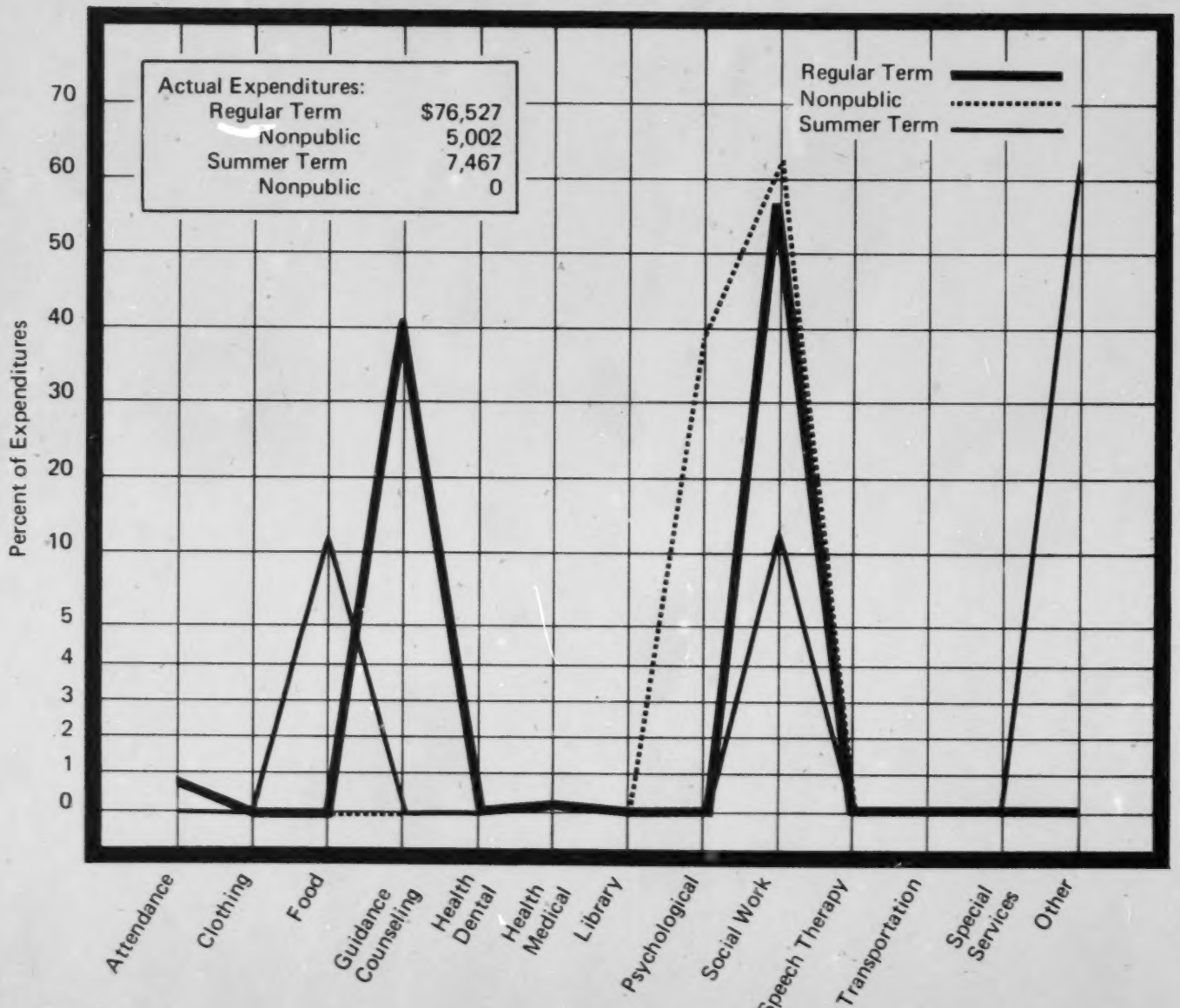
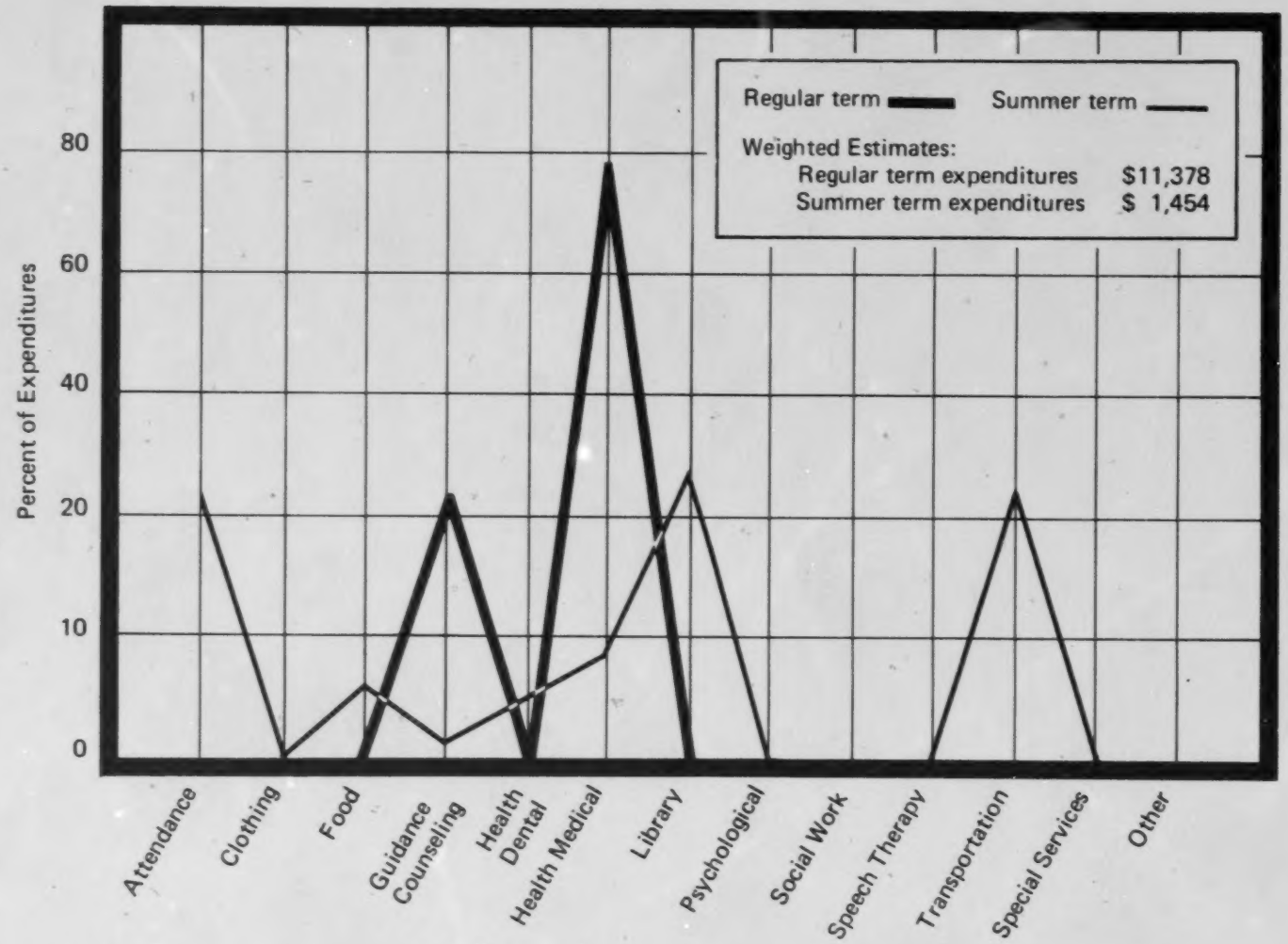


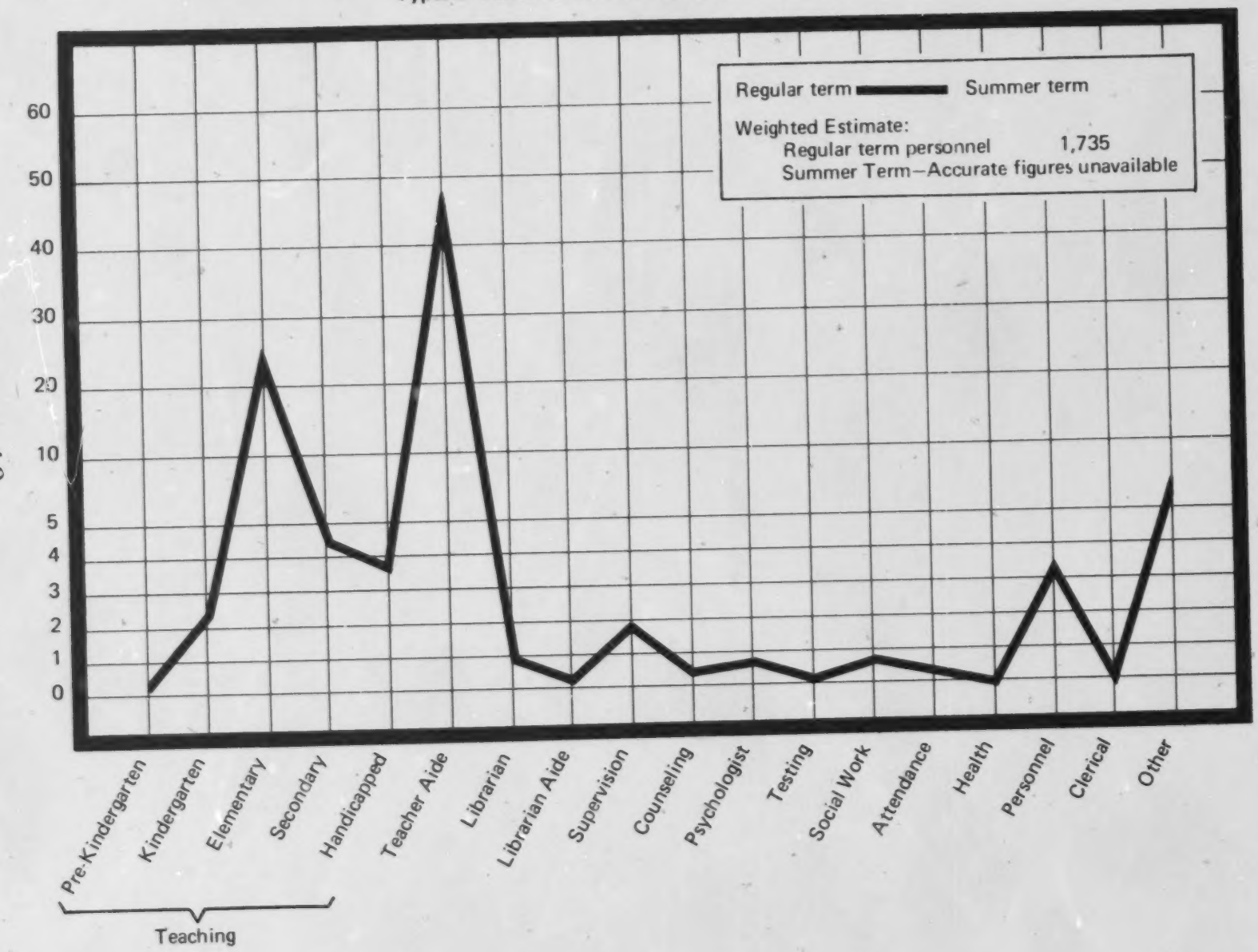
**CHART 23**

**Expenditures for Support Services Provided Nonpublic Title I Project Students**



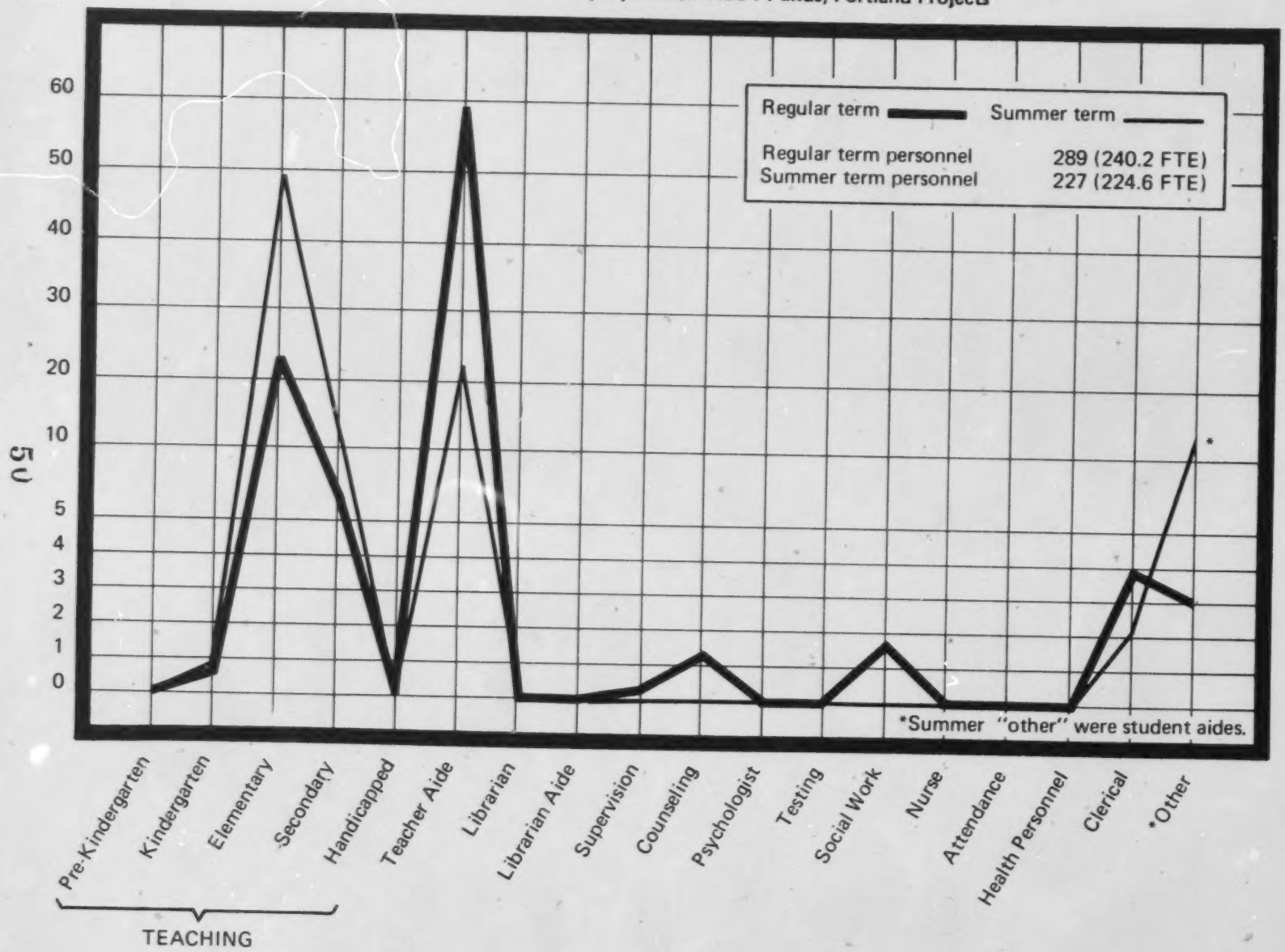
## CHART 24

**Types of School Personnel Employed with Title I Funds**



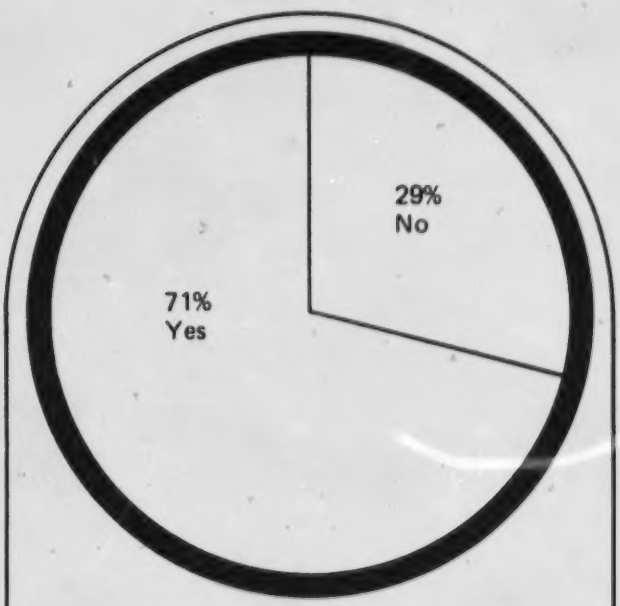
## CHART 24A

**Types of School Personnel Employed with Title I Funds, Portland Projects**

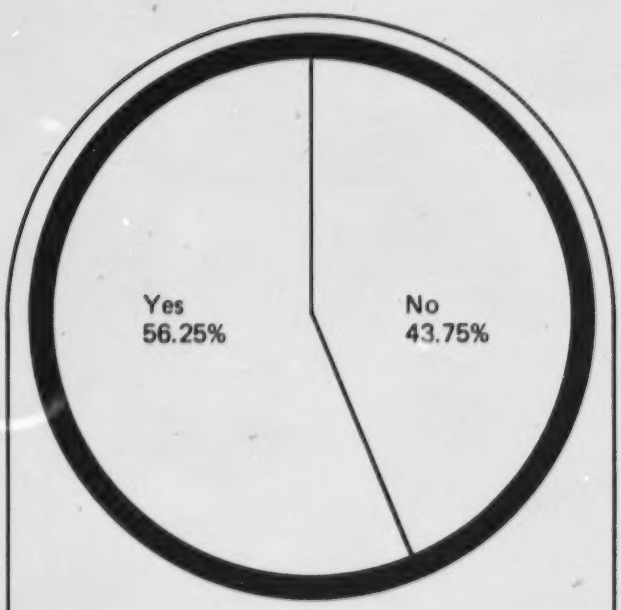


## CHART 25
### Teacher and Teacher Aide In-service for Title I Projects

Regular School Year




Summer School




Common Modes of Instruction
1. On-the-job training.
2. Workshops
3. Aide visitations
4. College credit coursework

Regular

| In-service | 1974 | 1973 | 1972 |
|---|---|---|---|
| Yes | 71% | 67.1% | 63% |
| No | 29% | 32.9% | 37% |

Summer

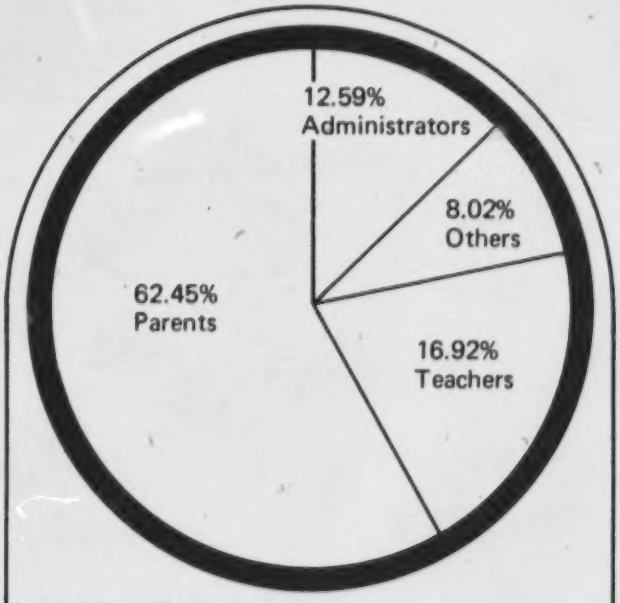
| In-service | 1974 | 1973 | 1972 |
|---|---|---|---|
| Yes | 56.25% | 55.2% | 62.22% |
| No | 43.75% | 44.8% | 37.78% |

All Portland Projects report in-service for Title I personnel.

## CHART 26
## Community Involvement

### Composition of Local Parent Councils

Regular School Year



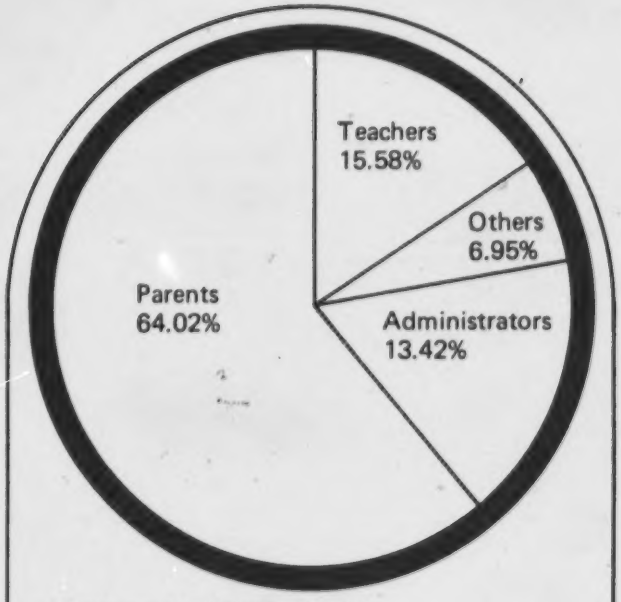

Weighted Estimate:
2,930 members in local parent councils.

*Including Portland

Regular School Year

| | 1974 | 1973 | 1972 |
|---|---|---|---|
| Parents | 62.45% | 70.3% | 61.14% |
| Teachers | 16.92% | 14.2% | 15.88% |
| Administrators | 12.59% | 10.2% | 12.73% |
| Others | 8.02% | 5.3% | 10.25% |
| Total Members | *N = 2,930 | -- | -- |

Summer




*Does not include Portland
1,252 members in local parent councils for summer programs.

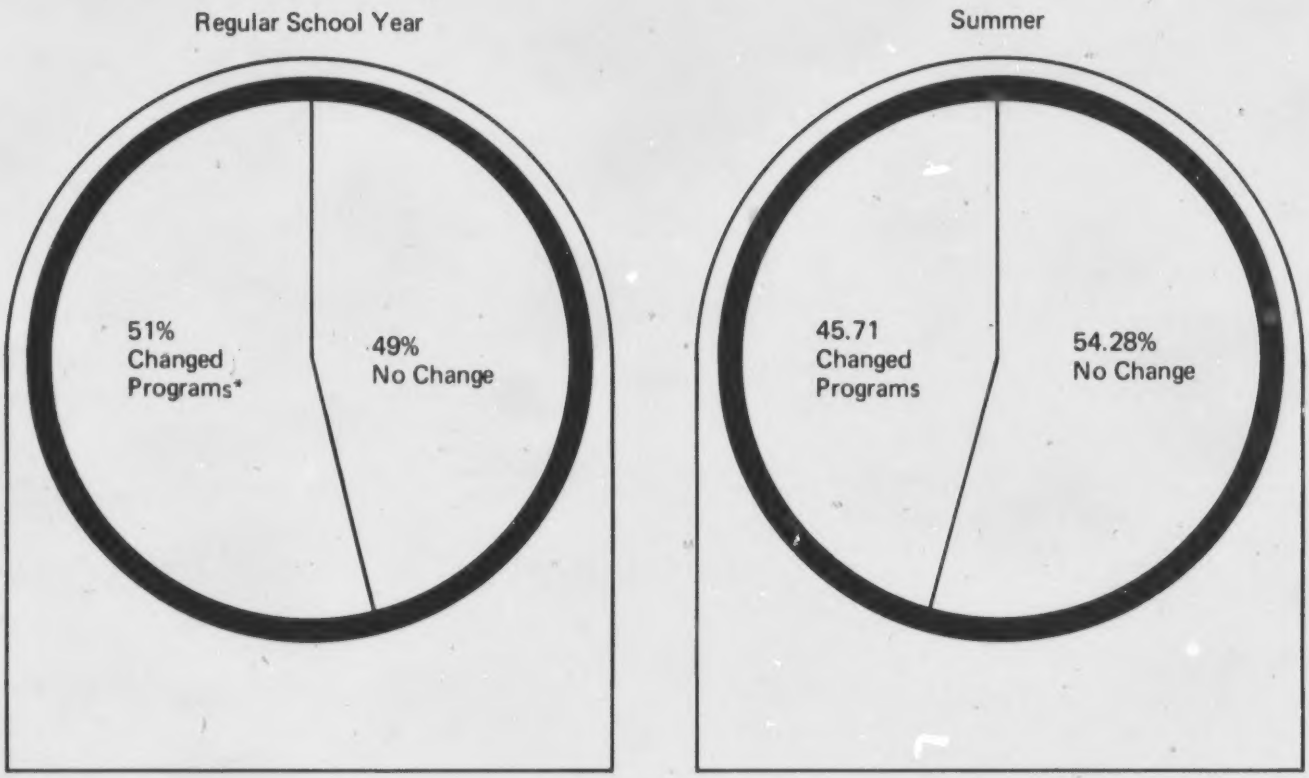
Summer

| | 1974 | 1973 | 1972 |
|---|---|---|---|
| | 64.02% | 61.7% | 53.93% |
| | 15.58% | 18.8% | 22.93% |
| | 13.42% | 12.1% | 12.10% |
| | 6.95% | 7.4% | 11.04% |
| | *N = 834 | | |

*N's are Weighted Estimates

## CHART 27

**Percent of LEAs That Have Changed or Altered the Regular Instructional Program as a Result of Title I**




*Types of program changes:

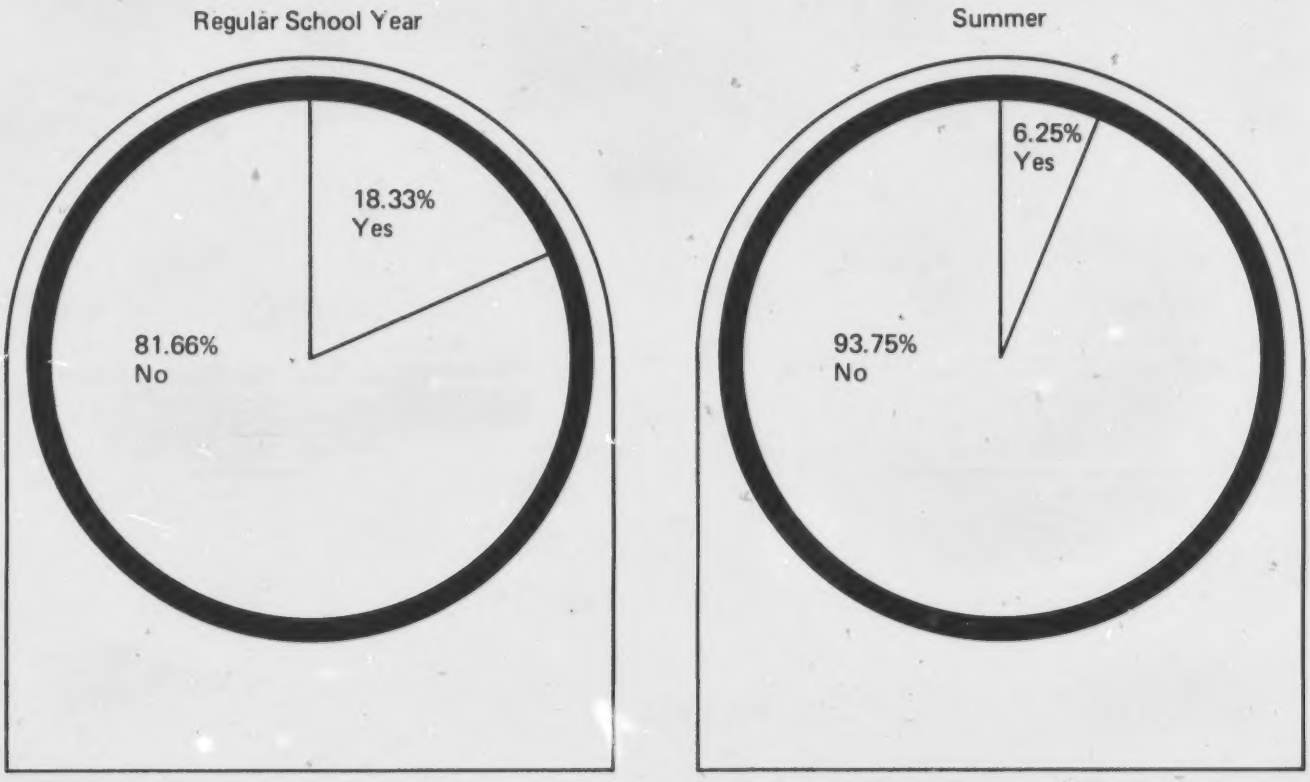
1. More individualized instruction
2. Increased testing
3. More referrals
4. New methods of Instruction

Longitudinal Data

| | Regular School Year | | | Summer School Year | | |
|---|---|---|---|---|---|---|
| | 1974 | 1973 | 1972 | 1974 | 1973 | 1972 |
| [illegible]nged programs | 51% | 60.4% | 48.52% | 45.71% | 60.9% | 20.60% |
| [illegible]change | 49% | 30.8% | 29.41% | 54.28% | 33.3% | 17.52% |
| [illegible]o comment | -- | 8.8% | 22.07% | -- | 5.8% | 61.88% |

## CHART 28

**Percent of School Districts**
**That Have Absorbed Title I Program Costs into Local Budget,**
**Freeing Federal Funds for New Title I Projects**




Longitudinal Comparisons

| | Regular School Year | | | Summer School Year | | |
|---|---|---|---|---|---|---|
| | 1974 | 1973 | 1972 | 1974 | 1973 | 1972 |
| Yes | 18.33% | 10.8% | 7.35% | 6.25% | 18.4% | 3.09% |
| No | 81.66% | 77.9% | 64.70% | 93.75% | 75.9% | 28.86% |
| No Comment | -- | 11.3% | 27.95% | -- | 5.7% | 68.05% |

Figures are not available for summer term. (See Chart 24.)

Portland reflects the same pattern as other school districts, except that they employed a higher percentage of secondary teachers in both regular and summer terms. Portland also employed student aides during the summer term, accounting for the 12% in the "other" category on Chart 24a.

The distribution of Title I personnel was similar in FY 1973 and FY 1974. In-service for Title I personnel increased in both the FY 1974 summer and regular terms over FY 1973, but still showed a decrease from summer 1972. (See Chart 25.)

**G. Community Involvement and Local Participation in Title I: Charts 26-28.**

The following trends are noted concerning community involvement and local participation in Title I:

1. Parent membership in Title I Parent Councils decreased 8% between FY 1973 and FY 1974 in regular term and increased 3% summer term. Membership of teachers and other increased 2%, with the percentage of members from school administration increasing in both the summer term and in the regular term. (See Chart 26.)

2. The major areas of instructional emphasis continue to be reading, math and language arts. In the regular term, enrollment of participating public school students in these areas increased from 76% in FY 1972 to 81% in FY 1973, and 86% in FY 1974. Enrollment in the summer term continued to decline in these areas, however, from almost 100% in FY 1972 to 73% in FY 1973, and 71% in FY 1974. Instead, the number of students enrolled in math more than tripled.

3. The percent of districts that report they have changed or altered the regular term instructional program as a result of regular term Title I projects dramatically increased from 49% in FY 1972 to 60% in FY 1973 and dropped to 51% in FY 1974. The impact of summer term Title I projects on the regular term instructional program continued the trend with reported changes rising from 21% in FY 1972 to 61% in FY 1973 and dropping to 45% in FY 1974. (See Chart 27.)

4. The number of LEA's absorbing Title I program costs into their local budgets, freeing Title I funds for new programs, increased 8% in the regular term, from 10% in FY 1973 to 18% in FY 1974. The summer term showed a decrease of 12%, from 18 to 6%. (See Chart 28.)

**H. Summary: Trends.**

1. Oregon Title I programs predominantly enroll students in the primary grades, with peak enrollment in the first four grades.

2. The major areas of instructional emphasis continue to be reading, math and language arts. In the regular term, enrollment of participating public school students in these areas increased from 76% in FY 1972 to 81% in FY 1973, and 86% in FY 1974. Enrollment in the summer term continued to decline in these areas, however, from almost 100% in FY 1972 to 73% in FY 1973, and 71% in FY 1974. Instead, the number of students enrolled in math more than tripled.

3. Support services continue to be concentrated in the major areas of transportation, guidance counseling, social work, food services and health services.

4. Instruction continues to account for the majority of Oregon's reported Title I expenditures, using 85% of FY 1974 funds compared to 80% of FY 1973 funds, and 69% in FY 1972. In both regular and summer terms, reading and language arts and math instruction account for over 70% of instructional expenditures.

5. Less Title I money was spent on support services in FY 1974 than in previous years. Support service expenditures are primarily for social work and guidance counseling in the regular term and for transportation, food, and guidance counseling in the summer term.

6. The majority of Title I personnel for the regular term continues to be teacher aides, followed by elementary teachers. Teacher aides as a percent of total personnel increased substantially in the regular term, from 40% in FY 1972 to 50% in FY 1973, and remained at nearly 50% for FY 1974.

7. Parent membership in Parent Councils increased from FY 1972 to FY 1973, and decreased in FY 1974.

8. Dissemination of Title I information continues to be primarily through bulletins, newsletters, and newspapers.

9. Teacher and teacher aide in-service increased in the regular term and in the summer term.

10. Districts reporting changes in the regular instructional program as a result of regular term Title I projects decreased 9% compared to FY 1973; changes as a result of summer term Title I projects decreased 15% compared to FY 1972.

11. LEA's absorbing Title I costs into their local budgets increased 8% in the regular term and decreased 13% in the summer term from FY 1973 to FY 1974.

## RESULTS AND CONCLUSIONS

**District Participation in Title I, ESEA**

Districts not using Title I Funds

Results:

1. Fifty-three school districts did not use FY 1974 Title I money. This is 15 districts *more* than the 38 districts that did not participate in FY 1973.
2. Nearly half the FY 1974 nonparticipating districts had allocations amounting from $2,000 to over $5,000. Last year nearly half the nonparticipating districts had allocations of less than $500.

Conclusions:

Informal surveys of nonparticipating districts reveal the following reasons that they did not apply for their Title I allocations:

1. Two districts indicate that it is against the philosophy of their school board and staff to list and identify target schools and children having trouble in school.
2. Six districts said they had no one willing and knowledgeable to do the required paper work. (These six formed a cooperative project for FY 1975.)
3. Four districts indicated there was not enough money for them to bother making application for funds.

**Selection of Student Participants**

Result:

Pretest scores of Title I students indicate that some are not below grade level achievement in the instructional area of the project.

Conclusion:

Project personnel must design instructional programs that remedy the assessed needs of the educationally disadvantaged students in the district's target schools. Title I guidelines call for: assessment of student needs; programs and performance objectives designed to meet these needs; and an evaluation that determines whether or not these needs are met. Guidelines also specify that educationally disadvantaged students be placed on a priority list with those served first being those who have the greatest need.

Answering the following questions may help project personnel to improve program planning:

1. Is the needs assessment accurate and up to date?
2. Are performance objectives keyed to the need? Or to the vehicle to reach the need? Or to both?
3. Do projects serve students with the most severe educational needs as a top priority?

**District Performance Objectives**

Result:

An analysis of district performance objectives indicates that students are usually expected to demonstrate achievement on a test rather than through the performance of specific skills or behaviors in actual situations.

Conclusion:

Written tests are used because federal Title I legislation requires standardized test scores to measure achievement. Districts should consider supplementing these tests with performance indicators of task and/or skill competency. These performance indicators may show student progress more effectively and provide more specific information for program planning and design. While performance objectives must continue to be written in measurable terms, achievement tests alone may not measure student growth accurately, since the disadvantaged student population do not usually perform well on standardized tests.

Result:

Analysis of district performance objectives also shows that the majority of Title I students achieved the objectives at a 100% success level in both regular and summer terms. They succeeded most dramatically in the summer term, especially in the areas of language arts, cultural enrichment, attitudes, and basic skills. The language arts summer success is contrasted to regular for a success of 29% with 51% achieving at average, rather than high, rates.

Conclusion:

Student success in achieving district performance objectives could be measured more accurately if a better selection of instruments were available, and if

assessed needs, student selection and performance objectives were consistent with each other.

**Needs Assessment and Project Focus**

Result:

Some districts mistakenly submit needs as their performance objectives; further, these assessed needs often focus on district rather than student needs. The following LEA project statements may reflect school rather than student needs:

1. Need for cooperation and understanding by teachers and parents of educationally disadvantaged students.
2. Need for success in first and second grade classroom performance in the basic skill areas.
3. Need for individualized instruction to improve classroom productivity.
4. Need for early diagnosis and remediation of basic skill deficiencies.

Conclusion:

State Title I guidelines specify student educational need as the primary concern of Title I projects. Although school needs are integral to the delivery of services to students, direct help to students in their area of need is the special emphasis of Title I.

**Instruction**

Result:

The trend seems to be toward a concentration of effort on reading instruction.

Conclusion:

Reading achievement is assessed as a primary educational need in the nation and may certainly be the primary need in Oregon. However, some Oregon districts have begun to find that needs assessments reveal math skills as a primary need and are developing math projects to meet this need. This reinforces the Title I guideline which calls for regular student needs assessments to provide information for project design and instructional program planning.

**Cognitive and Affective Gain**

Results:

The subsamples with student achievement data are too small to use for generalizations or predictions. There are some indications, however, that the areas of cognitive and affective gain should be noted for further investigation.

The small subsamples indicate that Title I students make cognitive gains of 1 to 1.3 months in grade level achievement for each month of instruction (as measured by standardized tests).

Affective gains are difficult to measure. Anecdotal and observation data indicate positive growth in affective areas. However, student attendance records and testing instruments do not report student gains in affective areas—either in self-concept or in attitude toward school.

Conclusion:

Success in school is an assessed need in most Title I projects because it is directly related to cognitive and affective gains. Continued attention must be given to designing projects which not only remediate skills but provide learning environments which stimulate positive feelings and attitudes.

Result:

Summer term Title I students show an average gain in grade level achievement of 2.5 months per month of instruction, while regular term students show an average gain of 1.5 months per month of instruction.

Conclusion:

1. Summer programs may provide more concentrated instruction during a school day; the scheduled activities of a regular school day prevent concentration of time on a specific topic.
2. Summer instructional programs tend to be clustered around a central theme more often than regular term programs.
3. Summer programs encourage more informal relationships among children and teachers, possibly providing a better learning atmosphere.
4. Summer classes are smaller and schedule more field trips, summer camps and other high interest activities.
5. Standardized tests are not validated over the short time span of a summer program; therefore, the higher rate of achievement gain could be a function of testing at too short an interval.

Result:

In nearly all instances children performed according to their estimated ability potentials.

Conclusion:

Ability potentials are estimated by teachers, using observation, report cards and achievement data. The results may indicate that the "Law of Expectation"

could be in operation. Diagnosis of skill needs may be a more specific and reliable indication of student need than estimates of student potential, and more effective in program planning.

**Parent Participation**

Result:

The total participation of parents on Parent Councils increased in FY 1973 to an average of 70% in the regular term and 61% in the summer term, compared to 62% and 54% in FY 1972.

Note:

State Title I guidelines mandate a high percentage of parent membership, specifying that "more than a simple majority" of Title I Parent Councils be parents. Guidelines also specify that Parent Council members be involved in all levels of needs assessment, project planning, visitation, and evaluation.

**State Educational Objectives**

Result:

Title I projects, in serving assessed needs of students, also attend to instructional priorities of the Oregon Board of Education and the educational objectives of the Division of Compensatory Education.

Conclusion:

1. Many Oregon Board of Education priorities and Compensatory Education objectives are relevant to the assessed needs of school districts.
2. Title I projects are part of a well-conceived educational system that attempts to make equal educational opportunity available to all students.

## PLANS AND PROGRESS

| FY 1973<br>Plans for Future Action | FY 1974<br>Progress |
|---|---|
| 1. Continue exercising greater vigilance in review of project applications. | |
| a. Implement the "Dignity and Worth Planning Statement." | a. Implement at ODE level with State Staff In-service Workshops, March 1974. |
| b. Describe hiring procedures giving preferential treatment to the employment of aides from target families. | b. Recommendation passed by State Board June 29, 1973, notifying school districts that in all compensatory education programs provision must be made for active family participation and involvement in the program. |
| c. Continue and increase staffing of larger project approvals. | c. Office staffing of projects was conducted as the need arose. |
| 2. Continue tightening the feedback loop for: | |
| a. Project evaluations and audits. | a. Required project evaluations completed prior to approval of new project. |
| b. Monitoring reports. | b. Monitoring reports were written and sent to the monitored districts. |
| 3. Collect data on results of the new FY 1974 monitoring techniques. | |
| a. Develop a systematic schedule for monitoring projects. | a. A systematic schedule for monitoring was implemented as a part of the "Metro" and "IED" plans; however, technical assistance needs became top priority for the office staff. |
| b. Improve the team concept for monitoring projects. | b. The team monitoring concept was continued during FY 74. |
| c. Continue work with IED s in monitoring projects. | c. IEDs began monitoring. |
| 4. Provide in-service to districts on a regular basis concerning: | |
| a. Title I basic information<br>(1) Target area selection.<br>(2) Needs assessment.<br>(3) Financial reporting.<br>(4) Comparability reporting. | a. Basic Title I information was presented at two statewide workshops. Workshop evaluations showed a majority of positive comment and requested more workshops.<br>In addition to the topics listed below, evaluation was a prime topic at the workshops. |
| b. Community Involvement | b. Stressed at all Title I meetings, workshops, etc. |
| c. "Dignity and Worth Planning Statement." | c. Not accomplished. |
| 5. Improve management of classroom learning programs. | |
| a. Develop criteria for good learning programs for disadvantaged children. | a. Not accomplished. |
| b. Use district resources; e.g., staff and finances, to develop the best possible program. | b. Not accomplished. |

APPENDIX 1

OREGON BOARD OF EDUCATION
942 Lancaster Drive NE
Salem, Oregon 97310

Compensatory Education
Title I, ESEA

Title I, ESEA Evaluation Report

Date _____

PART A: IDENTIFICATION

1. Name and Position of Person Completing the Report _____
2. School District Name, No., and Address _____
3. County _____
4. Project Title _____
5. State Project Number _____
6. School Term Reported A ____ Regular Only B ____ Summer Only
   (If both summer and regular, submit separate reports.)
7. Was it a Cooperative Project? ☐ Yes ☐ No
   Number of Districts in Cooperative Project _____

81-581-2315 Rev. 4-72

PART B: MEASUREMENT OF MAJOR OBJECTIVES

First Objective

1-A Restate each performance objective as per your application, include criteria for measurement.

1-B No. of Children
____ Fully achieved the expectation as stated in objective. (100%)
____ Achieved 75-99% of the expectation as stated in the objective. (75-99%)
____ Achieved less than 75% of the expectation as stated in the objective. (75%-)
____ Total

1-C Check: The measurement data is reported in item(s) ☐ 2-A, ☐ 2-B, ☐ 2-C of this report.

1-D Make a statement relative to achievement or non-achievement of the stated objective. (How do you analyze the results?)

PART B: MEASUREMENT OF MAJOR OBJECTIVES

Second Objective

1-A Restate each performance objective as per your application, include criteria for measurement.

1-B No. of Children
____ Fully achieved the expectation as stated in the objective. (100%)
____ Achieved 75-99% of the expectation as stated in the objective. (75-99%)
____ Achieved less than 75% of the expectation as stated in the objective. (75%-)
____ Total

1-C Check: The measurement data is reported in item(s) ☐ 2-A, ☐ 2-B, ☐ 2-C of this report.

1-D Make a statement relative to achievement or non-achievement of the stated objective. (How do you analyze the results?)

PART B: MEASUREMENT OF MAJOR OBJECTIVES

Third Objective

1-A Restate each performance objective as per your application, include criteria for measurement.

1-B No. of Children
____ Fully achieved the expectation as stated in the objective. (100%)
____ Achieved 75-99% of the expectation as stated in the objective. (75-99%)
____ Achieved less than 75% of the expectation as stated in the objective. (75%-)
____ Total

1-C Check: The measurement data is reported in item(s) ☐ 2-A, ☐ 2-B, ☐ 2-C of this report.

1-D Make a statement relative to achievement or non-achievement of the stated objective. (How do you analyze the results?)

Item 2-A Standardized achievement test scores used to determine project results.

Name of Pre-test _____ Form _____ Date _____

Name of Post-test _____ Form _____ Date _____

| (1) List the child By Name or Code Number | (2) Actual Grade Level | (3) Indicate Student Potential (Circle One) | (4) Pre-Test Score | (5) Post Test Score | (6) Difference in Score + or - |
|---|---|---|---|---|---|
| | | L LA A HA H | | | |
| | | L LA A HA H | | | |
| | | L LA A HA H | | | |
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(If additional forms are needed, please request from the State Title I office.)

Item 2-B Standardized instruments other than achievement tests used for objective evidence of project results.

Name of Pre-test _____ Form _____ Date _____

Name of Post-test _____ Form _____ Date _____

| (1) List the Child Name or Code Number | (2) Pre Test Scores | (3) Post Test Scores | (4) Difference in Scores + or - |
|---|---|---|---|
| | | | |

(If additional forms are needed, please request from the State Title I Office.)

Item 2-C Other types of evidence or indicators of project results.

**PART C: STATISTICAL INFORMATION**

Item 1-A Unduplicated number of children by grade levels participating in the project.

| (1) Grade Level | (2) No. of Public School Children Participating |
|---|---|
| Pre-K | |
| Kindergarten | |
| Grade 1 | |
| Grade 2 | |
| Grade 3 | |
| Grade 4 | |
| Grade 5 | |
| Grade 6 | |

| (1) Grade Level | (2) No. of Public School Children Participating |
|---|---|
| Grade 7 | |
| Grade 8 | |
| Grade 9 | |
| Grade 10 | |
| Grade 11 | |
| Grade 12 | |
| Total | |

Item 1-B The number of weeks the project actually operated _____ Weeks

Item 1-C Expenditure for parent involvement $ _____

No. of parent participants _____

Item 1-D Expenditure for in-service for Title I staff $ _____

No. of Title I Staff provided in-service _____

Item 1-E Expenditures from budget account line items*

100 _____ 800 _____

600 _____ 1200 _____

700 _____

*DO NOT INCLUDE LINE ITEMS FROM SERIES 200, 300, 400, 500, 900, and 1000. These line items are to be distributed appropriately in Item 1G page 8 and/or Item 1D page 10.

Item 1-F Number and Classification of Personnel Employed with Title I Funds

| Type of Personnel | Number of Personnel (1) Total | (2) FTE** |
|---|---|---|
| Teaching–Prekindergarten | | |
| Teaching–Kindergarten | | |
| Teaching–Elementary | | |
| Teaching–Secondary | | |
| Teaching–Handicapped Children | | |
| Teacher Aides | | |
| Librarian | | |
| Librarian Aide | | |
| Supervision | | |
| Counseling | | |
| Psychologist | | |
| Testing | | |
| Social Work | | |
| Attendance | | |
| Nurse | | |
| Physician | | |
| Dentist | | |
| Dental Hygienist | | |
| Clerical | | |
| *Other (Specify) | | |
| | | |
| | | |
| | | |
| TOTAL* | | |

*Bus driver, cook, consultant, community agent, graphic artist, etc.
**Refer to *Guidelines and Instructions for Title I, ESEA*.

Item 1-G Number of children involved, grade levels, and dollars expanded for

| INSTRUCTIONAL ACTIVITY | Number of Children: Pre Sch. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Funds Expended Rounded to Nearest Dollar |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 Art | | | | | | | | | | | | | | $ |
| 2 Business Education | | | | | | | | | | | | | | |
| 3 Cultural Enrichment | | | | | | | | | | | | | | |
| 4 English Reading | | | | | | | | | | | | | | |
| 5 English Speech | | | | | | | | | | | | | | |
| 6 English-Other Lang. Arts | | | | | | | | | | | | | | |
| 7 English-Second Language | | | | | | | | | | | | | | |
| 8 Foreign Language | | | | | | | | | | | | | | |
| 9 Home Economics | | | | | | | | | | | | | | |
| 10 Industrial Arts | | | | | | | | | | | | | | |
| 11 Mathematics | | | | | | | | | | | | | | |
| 12 Music | | | | | | | | | | | | | | |
| 13 Phys. Ed./Recreation | | | | | | | | | | | | | | |
| 14 Natural Science | | | | | | | | | | | | | | |
| 15 Social Science | | | | | | | | | | | | | | |
| 16 Other Vocational Ed. | | | | | | | | | | | | | | |
| 17 Special Activities-Hands. | | | | | | | | | | | | | | |
| 18 Pre-K & Kindergarten | | | | | | | | | | | | | | |
| 19 Other (Specify) | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | Total | $ |

| SUPPORTIVE SERVICES ACTIVITY | Number of Children: Pre Sch. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Funds Expended Rounded to Nearest Dollar |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 Attendance | | | | | | | | | | | | | | $ |
| 2 Clothing | | | | | | | | | | | | | | |
| 3 Food | | | | | | | | | | | | | | |
| 4 Guidance Counseling | | | | | | | | | | | | | | |
| 5 Health-Dental | | | | | | | | | | | | | | |
| 6 Health-Medical | | | | | | | | | | | | | | |
| 7 Library | | | | | | | | | | | | | | |
| 8 Psychological | | | | | | | | | | | | | | |
| 9 Social Work | | | | | | | | | | | | | | |
| 10 Speech Therapy | | | | | | | | | | | | | | |
| 11 Transportation | | | | | | | | | | | | | | |
| 12 Special Services-Handi. | | | | | | | | | | | | | | |
| 13 Other (Specify) | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | Total | $ |

**PART D: SELECTED INFORMATION FOR NONPUBLIC SCHOOL INVOLVEMENT**

Item 1-A Complete only for participating students from nonpublic schools.

| (1) Grade Level | (2) Participating No. of Students | (3) TIME OF DAY: Regular School Day | Before School | After School | Week ends | Summer |
|---|---|---|---|---|---|---|
| Pre-K | | | | | | |
| Kind. | | | | | | |
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |
| Totals | | | | | | |

Item 1-B Enter the number of nonpublic school students participating in programs located on:

Public school grounds only _____
Nonpublic school grounds only _____
Both public and nonpublic school grounds _____
Other than public or nonpublic school grounds _____

Item 1-C Were nonpublic school personnel involved in program planning and reporting?

____Yes ____No If no, explain _____

Item 1-D Number of nonpublic school children involved, grade levels, and dollars expanded for

| INSTRUCTIONAL ACTIVITY | No. of Nonpublic Children by Grade Level: Pre Sch. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Funds Expended Rounded to Nearest Dollar |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 Art | | | | | | | | | | | | | | $ |
| 2 Business Education | | | | | | | | | | | | | | |
| 3 Cultural Enrichment | | | | | | | | | | | | | | |
| 4 English Reading | | | | | | | | | | | | | | |
| 5 English Speech | | | | | | | | | | | | | | |
| 6 English-Other Lang. Arts | | | | | | | | | | | | | | |
| 7 English-Second Language | | | | | | | | | | | | | | |
| 8 Foreign Language | | | | | | | | | | | | | | |
| 9 Home Economics | | | | | | | | | | | | | | |
| 10 Industrial Arts | | | | | | | | | | | | | | |
| 11 Mathematics | | | | | | | | | | | | | | |
| 12 Music | | | | | | | | | | | | | | |
| 13 Phys. Ed./Recreation | | | | | | | | | | | | | | |
| 14 Natural Science | | | | | | | | | | | | | | |
| 15 Social Science | | | | | | | | | | | | | | |
| 16 Other Vocational Ed. | | | | | | | | | | | | | | |
| 17 Special Activities-Hands. | | | | | | | | | | | | | | |
| 18 Pre-K & Kindergarten | | | | | | | | | | | | | | |
| 19 Other (Specify) | | | | | | | | | | | | | | |
| 20 Total Estimated Cost for Instructional Activities for Nonpublic School Children | | | | | | | | | | | | | | $ |

| SUPPORTIVE SERVICES ACTIVITY | No. of Nonpublic Children by Grade Level: Pre Sch. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Funds Expended Rounded to Nearest Dollar |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 Attendance | | | | | | | | | | | | | | $ |
| 2 Clothing | | | | | | | | | | | | | | |
| 3 Food | | | | | | | | | | | | | | |
| 4 Guidance Counseling | | | | | | | | | | | | | | |
| 5 Health-Dental | | | | | | | | | | | | | | |
| 6 Health-Medical | | | | | | | | | | | | | | |
| 7 Library | | | | | | | | | | | | | | |
| 8 Psychological | | | | | | | | | | | | | | |
| 9 Social Work | | | | | | | | | | | | | | |
| 10 Speech Therapy | | | | | | | | | | | | | | |
| 11 Transportation | | | | | | | | | | | | | | |
| 12 Special Services-Handi. | | | | | | | | | | | | | | |
| 13 Other (Specify) | | | | | | | | | | | | | | |
| 14 Total Estimated Cost for Supportive Services Activities for Nonpublic School Children | | | | | | | | | | | | | | $ |

**PART E: PROGRAM REQUIREMENTS**

Item 1 Community involvement

Item 1A Report the numerical composition of the local parent and community planning committee and date of committee meetings by entering the number of participants behind each category.

Parents _____ Other (Specify) _____

Teachers _____

Administrators _____ Meeting Dates _____

Item 1 B How effective was the committee? _____

Item 2 In-service

Item 2 A Did your program have a teacher teacher aide in-service?

Yes _____ No _____

Item 2 B If your answer was yes, describe in a short statement. _____

Item 2 C Attach any material you might have to further explain your teacher teacher aide in-service.

Item 3 Dissemination

Item 3-A What method(s) of disseminating information about the Title I project was used?

Item 3-B Attach any examples of information dissemination you have used.

**PART F: LOCAL CONTRIBUTION**

Item 1-A If your LEA augmented your Title I program directly by providing funds in an effort to concentrate the program on selected students, indicate the amount to the nearest dollar. $ _____

Item 1-B The expenditure of LEA funds was for: (check those that apply)

Salaries _____ Other (Specify) _____

Teaching Materials _____

Fixed Charges _____

Equipment for Instruction _____

Item 2 LEA changes

Item 2-A As a result of your Title I program has the LEA changed or altered its regular instructional program?

Yes _____ No _____

If the answer is yes, please explain: _____

Item 2-B Has the LEA local budget absorbed the costs of part or all the Title I program, thereby releasing the Title I funds to be used for a different program for the fiscal year reported? _____ Yes _____ No. If the answer is yes, please explain:

Item 3 Relate any human interest stories or incidents involved in your Title I project which might indicate perceptual and/or behavioral changes resulting from project activities. (Use additional pages if needed.)

## APPENDIX II

A Taxonomy of Oregon Basic Education–Second Draft

# APPENDIX II

## A Taxonomy of Oregon Basic Education–Second Draft

PERSONAL D
BAS

### LANGUAGE ARTS &/OR COMMUNICATION SKILLS

I. **Listening-Talking-Perceiving**
- A. Language Systems
  - 1. Varieties & Bilingualism
  - 2. Uses
  - 3. Communication sense
- B. Motor & Conceptual Skills
  - 1. Oral Language
  - 2. Silent Language Skills
    - a. Thinking, Logic, Reasoning
    - b. Intro-personal Communication

II. **Listening**
- A. Analyze Verbal Communication
- B. Synthesize
- C. Evaluate
- D. React to Verbal Communication
  - 1. Problem Solving
  - 2. Decision Making
  - 3. Application

III. **Speaking**
- A. Developmental Speech
- B. Speech Therapy
- C. Informal Discussion
- D. Public Speaking
- E. Debate

IV. **Reading***
- A. Word Attack Skills
- B. Vocabulary
- C. Comprehension & Analysis
- D. Speed

V. **Composition &/or Writing**
- A. Penmanship
- B. Spelling (encoding)
- C. Creative Writing

***Type of Reading Program**
1–Developmental
2–Corrective
3–Remedial
4–Enjoyment

### COMPUTATIONAL & ANALYTIC SKILLS

I. **Classification**
- A. Grouping by various characteristics
- B. Comparing
- C. Ordering

II. **Basic Operations**
- A. Estimation
- B. Numbers
  - 1. Integers
  - 2. Rational
  - 3. Irrational
  - 4. Complex
- C. Operations
  - 1. Add
  - 2. Subtract
  - 3. Multiply
  - 4. Divide
  - 5. Exponentiation
  - 6. Roots

III. **Problem Solving**
- A. Identify and verbalize problems
- B. Analyze
- C. Estimate
- D. Devising solution strategies
- E. Evaluation and validation

IV. **Symbolic Representation**
- A. Numerals
- B. Sets
- C. Operations
- D. Number sentences

V. **Principles of Mathematics**
- A. Numerical
  - 1. Patterns
  - 2. Commutative, Associate, Distributive laws
  - 3. Rules for divisibility
  - 4. Algorithms
  - 5. Probability
- B. Algebraic
- C. Geometric
- D. Logical thought processes
- E. Structures
  - 1. Other mathematical systems
  - 2. Nondecimal bases

VI. **Measurements**
- A. Estimation
- B. Space
  - 1. Linear
  - 2. Area
    - a. Tessellations
    - b. Tangrams
  - 3. Volume
- C. Time
- D. Measuring instruments

VII. **Computational and Programmable Devices**
- A. Programming operational algorithms
- B. Data Processing
- C. Investigating mathematics through the calculator
- D. Use of calculating tools
  - 1. Abacus
  - 2. Pape' mini-computer
  - 3. Sextent
  - 4. Calculator
  - 5. Computer

### SCIENTIF

I. Emplo
- A. Pro
  - 1. I
  - 2. P
  - 3. P
    - p
    - p
- B. Var
  - 1. I
  - 2. R
  - 3. C
- C. Data
  - 1. C
  - 2. C
  - 3. I
- D. Mod
  - 1. P
  - 2. S
- E. Use
  - 1. C
- F. Use
  - Inst
  - 1. M
  - 2. E

II. Establi
- A. Scie
- B. The
- C. Prin

III. Interac
Quality
- A. Eval
  - in sc
  - its r
- B. Exa
  - pers
  - info
- C. Valu
  - as o
  - and

## II. SOCIAL RESPONSIBILITY &/OR CITIZENSHIP

### REPRESENTATIVE GOVERNMENT CITIZENSHIP
I. Community
II. State
III. Nation

### INTERACTION WITH ENVIRONMENT
I. **Human Environment**
- A. Cultural Enrichment
  - 1. Majority Culture
  - 2. Minority Cultures
  - 3. Fine Arts
- B. Attitudes
- C. Behavior

II. **Natural Environment**
- A. Awareness
- B. Pollution
- C. Conservation

### STREETS & HIGHWAYS
I. Rights
II. Responsibilities
III. Skills

### CONSUMER
I. Goods
II. Services

### CAREER
I. Awa
II. App
III. Awa
IV. Resp

B. Hunt 6/5/73

## I. EVELOPMENT &/OR IC SKILLS

### IC & TECHNOLOGICAL PROCESSES

**ving Process in Scientific Inquiry**
blem Solving
dentifying
roblem Solving Strategies
escriptive Representations for solving
roblems, schematics, flow charts, com
uter programs
ables
dentification
elationships, graphs, t bles, etc
ontrol
Treatment
rganize
lassify
terpret, etc
els Used For
edict on
mulation
of Feedback Systems in
ontrolling real and simulated systems
of Tools of Technology &/or Scientific
umentation
echanical
ectronic
**h a Knowledge Base**
ntific Assumptions
ories
ciples, laws & facts
**tion of Science, Technology &**
**of Life**
uate present & proposed activity
ience & technology in terms of
mpact on the quality of life
mine scientific assumptions in the
pective of historical & current
rmation
e scientific knowledge and methodology
e means of solving personal consumer
social problems

### HEALTHY MIND & BODY

I. **Mental Health**
- A. Individual
  - 1. Self-Actualization
    - a. Self concept
    - b. Value System
    - c. Decision Making
    - d. Problem Solving
    - e. Coping Techniques
  - 2. Intrapersonal Skills
    - a. Communication
    - b. Behaviors
- B. Community
  - 1. Interpersonal Skills
    - a. Communication
    - b. Behaviors
  - 2. Pluralistic Society
    - a. Culture
    - b. Values

II. **Physical Health & Skills**
- A. Individual
  - 1. Self-Actualization
    - a. Growth & Development
    - b. Personal Care
    - c. Fitness
      - 1. Nutrition
      - 2. Biological
      - 3. Neuromuscular
    - d. Skills
  - 2. Body Skills
    - a. Movement
    - b. Psychomotor
    - c. Control
  - 3. Games & Sports
    - a. Individual
    - b. Dual
    - c. Team
    - d. Recreational
    - e. Lifetime
- B. Community
  - 1. Disease
    - a. Communicable
    - b. Noncommunicable
    - c. Congenital
  - 2. Problems of Abuse
    - a. Drugs
    - b. Alcohol
    - c. Food
    - d. Other

### LIFE-LONG LEARNER

I. **Human Nature**
- A. Commonalities
- B. Differences
- C. Dignity and Worth

II. **Inter- & Intra-Personal Skills**
- A. Communication
- B. Behaviors

III. **Learning to Learn**
- A. Alternative Learning Techniques
- B. Fact Finding

IV. **The Helping Relationship**
- A. Helping
- B. Leadership
- C. Followership

V. **Self-Actualization**
- A. Awareness
- B. Valuing

VI. **Aesthetics**
- A. Awareness
- B. Exploration
- C. Experiences
- D. Skills
- E. Attitudes
- F. Values

## III. CAREER EDUCATION

### R AWARENESS
**reness of Self**
ciation of Work
reness of Occupations
ect for Occupational Choices

### CAREER EXPLORATION
I. Career Orientation
II. Work Interest "hands on experience"
III. Occupational Classifications & Clusters
IV. Elements of Occupational Decision Making
V. Tentative Career Choices

### OCCUPATIONAL PREPARATION
I. Skills Development
II. School Experience & Career Goals
III. Occupational Classifications & Clusters
IV. Attitudes and Job Success
V. Work Experience

### OCCUPATIONAL SPECIALIZATION
I. Specific Occupational Knowledge
II. Employer-Employee Relationships
III. Retraining &/or New Directions

Chart adapted from the New Minimum State Requirements for school graduation adopted by the Oregon Board of Education September 22, 1972.

## APPENDIX III

### County and Statewide Expenditures

### EDUCATIONALLY DISADVANTAGED STUDENTS SERVED AND COSTS PER STUDENT

| | Regular Term | Summer Term |
|---|---|---|
| Public school enrollment | $ 25,942 | $ 8,356 |
| Nonpublic school enrollment | 615 | 288 |
| **TOTAL ENROLLMENT in Title I Projects** | $ 26,557 | $ 8,644 |
| Total Costs | $8,559,913 | $817,124 |
| Cost per Student | $322.32 | $94.53 |

## RECONCILIATION OF EXPENDITURES

**Expenditures Projected from Sample Compared to Federal Funds Approved for Project Expenditure***

| A. Expenditures Reported by LEAs on the Evaluation Instrument | | B. Federal Funds Approved for Project Expenditure | |
|---|---|---|---|
| Regular term | $8,559,913 | | |
| Summer term | $ 817,124 | | |
| TOTAL | $9,377,037 | TOTAL | $9,513,712 |

*Expenditures for projects in neglected and delinquent institutions are not included.

The discrepancy between Columns A and B reflects:

1. Column A figures were projected from the stratified, random sample used in compiling the data for this report.
2. Column B figures do not reflect internal carryover of unexpended funds.
3. Column B figures are funds approved for expenditure; some of these funds were not spent.

## COMPILATION OF STATEWIDE TITLE I BUDGET EXPENDITURES as Reported by LEAs* FY 1974

| Expenditure Accounts | | Regular School Year Dollars | Regular School Year % | Summer Programs Dollars | Summer Programs % |
|---|---|---|---|---|---|
| 100 | Indirect Costs | $ 69,998 | .81 | $ 18,193 | 2.22 |
| 200 | Instruction | $7,332,760 | 85.66 | $ 614,436 | 75.19 |
| 300 | Attendance Services | $ 1,300 | .01 | $ 884 | .10 |
| 400 | Health Services | $ 189,688 | 2.21 | $ 17,596 | 2.15 |
| 500 | Pupil Transportation | $ 26,990 | .31 | $ 22,656 | 2.77 |
| 600 | Operation of Plant | $ 30,726 | .35 | $ 10,100 | 1.23 |
| 700 | Maintenance of Plant | $ 913 | trace | $ 3,528 | .43 |
| 800 | Fixed Charges | $ 597,542 | 6.98 | $ 85,073 | 10.41 |
| 900 | Food Services | $ 45,916 | .53 | $ 3,469 | .42 |
| 1000 | Student Body Activities | -- | | -- | |
| 1100 | Community Services | $ 167,500 | 1.95 | $ 26,453 | 3.23 |
| 1200 | Equipment | $ 96,850 | 1.13 | $ 14,736 | 1.80 |
| | **TOTAL EXPENDITURES REPORTED** | **$8,559,913** | **99.95** | **$ 817,124** | **99.95** |

*Statewide totals were projected from the stratified, random sample used in compiling the data for this report. The expenditures are those reported in the evaluation instrument and do not reflect audited figures. They are only indicative of areas of major expenditures relative to the desire of LEAs to conduct special programs for the educationally disadvantaged child.

## Selected Data Pertaining to Title I, ESEA, by County, FY 1974

| | Total No. of LEAs | Total No. of LEAs Eligible for Title I | Total No. of LEAs Participating in Dist. Coop. | Maximum Grant (includes FY 73 carryover) | Approved for Project Expenditures | No. LEAs in Cooperative Projects[2] | Total No. of Projects[3] |
|---|---|---|---|---|---|---|---|
| Baker | 4 | 4 | 4 | $ 85,883 | $ 68,020 | -0- | 4 |
| Benton[1] | 12 | 12 | 8 | 144,164 | 93,716 | 3-1 | 7 |
| Clackamas[1] | 30 | 20 | 25 | 715,086 | 571,886 | -0- | 28 |
| Clatsop | 6 | 6 | 6 | 131,873 | 124,657 | 2-1 | 6 |
| Columbia | 5 | 5 | 5 | 130,312 | 109,969 | -0- | 5 |
| Coos[1] | 6 | 6 | 5 | 347,143 | 294,009 | -0- | 6 |
| Crook | 1 | 1 | 1 | 73,436 | 67,567 | -0- | 1 |
| Curry | 8 | 8 | 5 | 88,175 | 62,922 | 2-1 | 4 |
| Deschutes[1] | 4 | 4 | 2 | 145,559 | 134,216 | -0- | 3 |
| Douglas[1] | 16 | 15 | 11 | 420,067 | 288,399 | -0- | 12 |
| Gilliam | 3 | 3 | 2 | 9,384 | 8,691 | -0- | 2 |
| Grant | 6 | 6 | 5 | 29,271 | 22,985 | 5-1 | 1 |
| Harney | 16 | 16 | 16 | 29,924 | 29,824 | 14-1 | 3 |
| Hood River | 1 | 1 | 1 | 47,620 | 47,620 | -0- | 1 |
| Jackson[1] | 10 | 10 | 9 | 491,319 | 420,129 | -0- | 11 |
| Jefferson | 4 | 2 | 2 | 56,505 | 30,363 | -0- | 2 |
| Josephine | 2 | 2 | 2 | 305,612 | 305,612 | -0- | 2 |
| Klamath | 3 | 3 | 3 | 210,728 | 209,124 | -0- | 3 |
| Lake | 7 | 7 | 7 | 35,553 | 26,268 | 5-1 | 3 |
| Lane[1] | 16 | 16 | 16 | 1,104,020 | 922,936 | 3-1 | 15 |
| Lincoln | 1 | 1 | 1 | 133,405 | 109,380 | -0- | 1 |
| Linn[1] | 36 | 35 | 23 | 442,621 | 324,622 | 5-2 | 21 |
| Malheur | 15 | 12 | 8 | 231,222 | 207,045 | -0- | 10 |
| Marion[1] | 35 | 35 | 34 | 998,567 | 888,474 | 7-2 | 31 |
| Morrow | 1 | 1 | 1 | 23,090 | 18,941 | -0- | 1 |
| Multnomah[1] | 14 | 14 | 12 | 3,057,602 | 2,853,165 | -0- | 20 |
| Polk | 5 | 5 | 4 | 183,434 | 173,137 | -0- | 4 |
| Sherman | 6 | 6 | 0 | 13,496 | -0- | -0- | -0- |
| Tillamook | 6 | 6 | 6 | 106,354 | 85,465 | -0- | 6 |
| Umatilla[1] | 15 | 15 | 10 | 245,915 | 165,883 | -0- | 12 |
| Union[1] | 6 | 6 | 6 | 75,951 | 64,722 | -0- | 6 |
| Wallowa | 5 | 4 | 3 | 27,974 | 20,560 | -0- | 3 |
| Wasco | 9 | 9 | 7 | 90,365 | 38,437 | -0- | 7 |
| Washington[1] | 13 | 13 | 12 | 515,471 | 405,354 | 4-1 | 14 |
| Wheeler | 3 | 3 | 3 | 10,596 | 6,394 | -0- | 3 |
| Yamhill[1] | 9 | 9 | 9 | 360,657 | 313,220 | -0- | 10 |
| Totals | 339 | 331 | 274 | $11,118,354 | $9,513,712 | 50-12 | 268 |

[1]Includes funds and number of projects in institutions for neglected and delinquent children.

[2]The first figure is the number of LEA's and the second figure is the number of cooperative projects.

[3]While 268 projects were approved for funding in FY 1974, 71 of these projects ran in both regular and summer terms. In analyzing projects in the text, these 71 projects are counted twice because objectives in regular and summer term projects are often very different. A total of 343 projects have been evaluated: 226 regular term projects, 88 summer term projects, and 29 projects in institutions for neglected and delinquent children and cooperatives.

## APPENDIX IV. CATEGORIES OF INSTRUCTIONAL EMPHASIS IN OREGON TITLE I PROJECTS, FY 1974

| School District Name & No. | Grade Levels | | | | | Personal Development | | | | | | | Social Responsibility | | | | | Career Ed | | | Methods | | | | Regular Summer Year-Round |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Preschool & Kind. | Primary (1-3) | Elementary (4-6) | Junior High (7-9) | High School (10-12) | Basic Skills | Language Arts | Reading | Math | Science | Healthy Mind | Healthy Body | Attitudes | Behavior Change | Citizenship | Cult. Enrichment | Consumer Education | Career Orientation | Vocational Technical | Work Experience | Individual Instruction | Tutoring | Aides | Volunteers | Time of Year |
| BAKER | | | | | | | | | | | | | | | | | | | | | | | | | |
| Baker 5J | • | • | • | | | | • | • | | | • | • | • | | | • | | • | • | | • | | | | R/S |
| Baker Co. 30J | • | | | | | | | • | | | • | • | | | | | | | | | | | | | R |
| Huntington 16 | | • | • | • | | | | | • | | | | | | | | | | | | • | | • | | R |
| Pine-Eagle 61 | | | | | • | | • | • | | | | | | | | | | | | | | | • | | R |
| | | | | | | | | | | | | | | | | | | | | | | | | | |
| BENTON | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Alpine 26 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Alsea 7J | | • | • | • | | | | • | | | | | | | | | | | | | • | | | | R |
| Bellfountain 23 | • | • | • | | | | • | • | | | | | | | • | | | | | | | | | | R |
| Corvallis 509J | | • | • | | | | | • | | | | | | | | | | | | | • | | • | • | R |
| Hawthorne Manor | | | | | • | • | | | | • | | | | | | | | | | | | • | | • | R/S |
| *Irish Bend 24 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Monroe 25 | | • | • | | | | | • | | | | | | | | | | | | | • | | | | R |
| *Monroe UH-1J Coop. | | • | • | • | • | | • | • | | | | | | | | | | | | | • | | | | R/S |
| Philomath 17J | | | • | • | | | | • | • | | | | | | | | | | | | • | | | | R/S |
| | | | | | | | | | | | | | | | | | | | | | | | | | |
| CLACKAMAS | | | | | | | | | | | | | | | | | | | | | | | | | |
| Boring 44 | | • | • | | | | | • | | | • | | | | | | | | | | • | | | | R |
| Butte Creek 67J | | • | • | | | | • | • | | | | | | | | | | | | | • | • | | | R/S |
| Canby 86 | | • | • | • | | | | • | • | | | | • | | | • | | | | | • | • | • | | Y |
| | | | | | | | | | | | | | | | | | | | | | | | | | |

*Projects approved as of March 15, 1974. Members of cooperative projects within a county are marked with an asterisk.

| School District Name & No. | Grade Levels | | | | | Personal Development | | | | | | | Social Responsibility | | | | | Career Ed | | | Methods | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Preschool & Kind. | Primary (1-3) | Elementary (4-6) | Junior High (7-9) | High School (10-12) | Basic Skills | Language Arts | Reading | Math | Science | Healthy Mind | Healthy Body | Attitudes | Behavior Change | Citizenship | Cult. Enrichment | Consumer Education | Career Orientation | Vocational Technical | Work Experience | Individual Instruction | Tutoring | Aides | Volunteers | Time of Year |
| | | | | | | | | | | | | | | | | | | | | | | | | | Regular Summer Year-Round |
| Canby UH 1 | | | | • | • | | • | • | | | • | • | | | | • | | | | | | | • | | S |
| Parrott Creek Ranch | | | | • | • | | • | • | | | | | | | | | | | | • | | | • | | R |
| Carus 29 | | • | • | | | | • | • | • | | • | • | | | | | | | | • | | | | | S |
| Clarkes 32 | | • | • | • | | | | • | | | | | | | | | | | | • | | | | | R |
| Colton 53 | | | | • | • | | | • | | | | | | | | | | | | | | | | • | R |
| Cottrell 107 | | • | • | • | | | • | • | | | | | | | | | | | | • | | | | | R/S |
| Damascus-Union 26 | | • | • | • | | | | • | | | | | | | | | | | | | | | • | | Y |
| Dickey-Prairie 25 | | | • | • | | | • | • | • | | | | | | | | | | | • | | | • | | R |
| Estacada 108 | • | • | | | | | | | | | | | | | | | | | | | | | • | | S |
| Estacada UH6 | | | | • | • | | • | • | • | • | | | | | | | | | | • | | | | | R/S |
| Gladstone 115 | | • | • | • | • | | | • | | • | • | | • | • | | | | | | • | | | • | • | R/S |
| Lake Oswego 7 | | • | • | • | | | • | • | • | | | | | | | | | | | • | | | • | | R/S |
| Molalla 35 | | • | • | • | | | | • | | | • | | • | • | | | | | | • | | | • | | Y |
| Molalla UH 4 | | | | | • | | | • | | | | | | | | | | | | • | | | • | | R |
| Mulino 84 | | | • | • | | | | • | | | | | | | | | | | | | | | • | | R |
| Ninety-One 91 | | • | • | | | | • | • | | | • | | | | • | | | | | • | | | • | | R |
| North Clackamas 12 | • | • | • | | | | • | • | | | | | | | | | | | | | | | • | | R/S |
| Oregon City 62 | | • | • | • | • | | | • | • | | | | | • | • | | | | | • | | | • | | R/S |
| Youth Adventures | | | | • | • | | | | | | | • | | | | • | | | | | | | • | | R |
| Redland 116 | | • | • | • | | | | • | • | • | • | • | • | | • | | | | | • | | | | | R |
| Sandy 46 | | • | • | • | | • | | | | | • | | | | | | | | | • | • | | | • | R |
| Sandy UH 2 | | | | • | | | | • | | | | | | | | | | | | | | | | | R |

| School District Name & No. | Grade Levels | | | | | Personal Development | | | | | | | Social Responsibility | | | | | Career Ed | | | Methods | | | | Regular Summer Year-Round |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Preschool & Kind. | Primary (1-3) | Elementary (4-6) | Junior High (7-9) | High School (10-12) | Basic Skills | Language Arts | Reading | Math | Science | Healthy Mind | Healthy Body | Attitudes | Behavior Change | Citizenship | Cult. Enrichment | Consumer Education | Career Orientation | Vocational Technical | Work Experience | Individual Instruction | Tutoring | Aides | Volunteers | Time of Year |
| Sandy UH 2 Proj. 2 | | | • | | | | • | • | | | • | • | | | | | | | | | | | | S |
| Welches 13 | | • | • | • | | | • | | | • | | | | | | | | | | • | | | | R |
| West Linn 3J | | • | • | | • | | • | | | | | | | | | | | | | • | | • | | R |
| | | | | | | | | | | | | | | | | | | | | | | | | |
| CLATSOP | | | | | | | | | | | | | | | | | | | | | | | | |
| Astoria 1C | | • | • | • | | | • | | | • | | | | | | | | | | • | | • | | R |
| *Astoria 1C Coop. 2nd Proj. | | • | | | | | • | | | | | | • | • | | | | | | | | | | S |
| Jewell 8 | | • | • | | | • | • | | | | | | | | • | | | | | • | | • | | R |
| Lewis and Clark 5 | | • | | | | • | | | | • | | | | | | | | | | • | | • | | R |
| *Olney 11C | | | | | | | | | | | | | | | | | | | | | | | | |
| Seaside 10 | | • | • | | | | • | | | | • | • | • | | | | | | | • | | • | | R |
| Warrenton 30 | | • | • | • | • | | • | | | | | | | | | | | | | • | | • | | R |
| | | | | | | | | | | | | | | | | | | | | | | | | |
| COLUMBIA | | | | | | | | | | | | | | | | | | | | | | | | |
| Columbia Co. 5 | | • | • | | | | | • | | | | | | | | | | | | | | • | | R |
| Columbia Co. 13 | | • | • | • | | | • | | | | | • | | | | | | | | • | | | | R/S |
| Scappoose 1J | | | • | • | • | | • | • | | | • | | | | | | | | | • | | • | | R/S |
| St. Helens 502 | • | • | • | | | | • | • | | | | | | | | | | | | • | | | | R/S |
| Vernonia 47J | | • | • | • | | | • | | | | | | | | | | | | | • | | • | | R/S |
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| COOS | | | | | | | | | | | | | | | | | | | | | | | | |
| Bandon 54 | | • | • | • | • | | • | | | | | | | | | | • | | • | • | | • | | R |

| School District Name & No. | Grade Levels | | | | | Personal Development | | | | | | | Social Responsibility | | | | | Career Ed | | | Methods | | | | Time of Year | |
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| | Preschool & Kind. | Primary (1-3) | Elementary (4-6) | Junior High (7-9) | High School (10-12) | Basic Skills | Language Arts | Reading | Math | Science | Healthy Mind | Healthy Body | Attitudes | Behavior Change | Citizenship | Cult. Enrichment | Consumer Education | Career Orientation | Vocational Technical | Work Experience | Individual Instruction | Tutoring | Aides | Volunteers | Regular Summer Year-Round |
| Coos Bay 9 | • | • | • | • | • | | | • | • | | | | | • | | • | | | | | • | | • | | R/S |
| R.C. Belloni Boys Ranch | | | | • | • | | | | | • | | | • | | | | | | | | | | | | R/S |
| Coquille 8 | • | • | • | • | | | | • | | | | • | | | | | | | | | • | | • | | R/S |
| Myrtle Point 41 | | • | • | | | | | • | | | | | | | | | | | | | • | | • | | R |
| North Bend 13 | | • | • | • | • | | | • | | | | | • | | | | | | | | • | | | | R |
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| CROOK | | | | | | | | | | | | | | | | | | | | | | | | | |
| Crook Co. Unit | | • | • | • | | | | • | • | | | | | | | | | | | | • | | • | | R |
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| CURRY | | | | | | | | | | | | | | | | | | | | | | | | | |
| Brookings-Harbor 17 | • | • | • | • | • | | • | • | • | | • | • | • | | | | | | | | • | | | | R/S |
| *Gold Beach 3 Coop. | • | • | • | | | | • | • | • | | | | | | • | | | | | | | | • | | S |
| Ophir 12 | • | • | • | • | | | | • | | | | | • | | | | | | | | • | | • | | S |
| *Pistol River 16 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Port Orford-Lang. 2J | • | | | | | | | | | • | • | | | | | | | | | | • | | • | | R/S |
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| DESCHUTES | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bend 1 | | • | • | • | • | | | • | | | | • | | | | | | • | | | • | | • | | R/S |
| J Bar J Boys Ranch | | | | • | • | • | | | | • | | | | | | | | | | | | • | | | R |
| Redmond 2J | | • | | | | | | • | • | | | | | | | | | | | | | | • | | R |
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| School District Name & No. | Grade Levels | | | | | Personal Development | | | | | | | Social Responsibility | | | | | Career Ed | | | Methods | | | | Time of Year |
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| | Preschool & Kind. | Primary (1-3) | Elementary (4-6) | Junior High (7-9) | High School (10-12) | Basic Skills | Language Arts | Reading | Math | Science | Healthy Mind | Healthy Body | Attitudes | Behavior Change | Citizenship | Cult. Enrichment | Consumer Education | Career Orientation | Vocational Technical | Work Experience | Individual Instruction | Tutoring | Aides | Volunteers | Regular Summer Year-Round |
| DOUGLAS | | | | | | | | | | | | | | | | | | | | | | | | | |
| Camas Valley 21 | | • | • | • | • | | | • | | | | | | | | | | | | | • | | | | R |
| Days Creek 15 | | • | • | | | | • | • | | | | | • | | | | | | | | • | | • | | R |
| Glendale 77 | | • | • | | | | | | • | | | | | | | | | | | | • | | • | | R |
| North Douglas 22 | • | • | • | • | | | | • | • | | | | | | | | | | | | • | | • | | R/S |
| Oakland 1 | | • | • | | | | | • | | | • | | | | | | | | | | • | | • | | R/S |
| Reedsport 105 | | • | • | | | | | • | | | | | | | | | | | | | • | | • | | R |
| Riddle 70 | | • | | | | | • | • | • | | | • | | | | | | | | | | | • | | R |
| Roseburg 4 | | • | • | | | • | | • | • | | | | | | | | | | | | • | | • | | R/S |
| Pitchford Boys Ranch | | • | • | • | • | • | | • | • | | | | | | | | | | | | | • | | | R/S |
| South Umpqua 19 | | • | • | • | | | • | • | • | | • | | • | | | | | | | | • | | • | | R/S |
| Sutherlin 130 | • | • | • | | | | | • | | | | | | | | | | | | | • | | • | | R/S |
| Winston-Dillard 116 | • | • | • | • | | | | • | | | | | | | | | | | | | | | • | | R/S |
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| GILLIAM | | | | | | | | | | | | | | | | | | | | | | | | | |
| Arlington 3 | | • | • | • | • | | | • | | | • | | | | | | | | | | • | | • | | R |
| Condon 25J | | | | | • | | | • | | | | | | | | | | | | | • | | • | | R |
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| GRANT | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Grant Co. IED Coop. | | • | • | | | | | • | | | • | • | | | • | • | | | | | | | • | • | S |
| *John Day 3 | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Long Creek 17 | | | | | | | | | | | | | | | | | | | | | | | | | |

| School District Name & No. | Grade Levels: Preschool & Kind. | Primary (1-3) | Elementary (4-6) | Junior High (7-9) | High School (10-12) | Personal Development: Basic Skills | Language Arts | Reading | Math | Science | Healthy Mind | Healthy Body | Social Responsibility: Attitudes | Behavior Change | Citizenship | Cult. Enrichment | Career Ed: Consumer Education | Career Orientation | Vocational Technical | Methods: Work Experience | Individual Instruction | Tutoring | Aides | Volunteers | Time of Year: Regular | Summer | Year-Round |
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| *Monument 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Mt. Vernon 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Prairie City 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| HARNEY | | | | | | | | | | | | | | | | | | | | • | | • | • | | R | | |
| *Harney Co. IED Coop. | • | • | • | • | | | • | | | | | | | | | | | | | | | | | | | | |
| *Andrews 29 | | | | | | | | | | | | | | | | | | | | | | • | | | R/S | | |
| Burns 1 | • | • | • | | • | | • | • | • | • | • | | | | | | | | | | | | | | | | |
| *Burns UH 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Crane 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Crane UH 1J | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Diamond 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Double O 28 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Drewsey 13 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Fields 33 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Frenchglen 16 | | | | | | | | | | | | | | | | | | | | • | | | | | S | | |
| Hines 30 | | • | • | | | | • | | | | | | | | | | | | | | | | | | | | |
| *Lawen 18 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Pine Creek 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Sodhouse 32 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Suntex 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Trout Creek 53 | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| School District Name & No. | Grade Levels: Preschool & Kind. | Primary (1-3) | Elementary (4-6) | Junior High (7-9) | High School (10-12) | Personal Development: Basic Skills | Language Arts | Reading | Math | Science | Healthy Mind | Healthy Body | Social Responsibility: Attitudes | Behavior Change | Citizenship | Cult. Enrichment | Career Ed: Consumer Education | Career Orientation | Vocational Technical | Methods: Work Experience | Individual Instruction | Tutoring | Aides | Volunteers | Time of Year: Regular Summer Year-Round |
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| HOOD RIVER | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hood River Co. 1 | | • | • | | | | | • | | | • | • | | | • | | | | | • | | | | R/S |
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| JACKSON | | | | | | | | | | | | | | | | | | | | | | | | | |
| Applegate 40 | | • | | | | | | • | • | | • | | | | • | | | | | • | | • | | R |
| Ashland 5 No. 1 | • | • | • | • | • | | | • | | | | | | | | | | | | • | | • | | | R/S |
| Ashland 5 No. 2 | | | | | • | | | | • | | | | | | | | | | | | | | | | R/S |
| Central Point 6 No. 1 | | | | | • | | • | • | • | | • | | | | • | | | | | | | • | | | R |
| Central Point 6 No. 2 | | • | • | • | • | | • | • | • | • | • | | | | • | • | | | | • | | | | | R/S |
| Eagle Point 9 | | • | • | | | | | • | | | • | • | | | | | | | | • | | • | | | R |
| Medford 549 | • | • | • | • | | | • | • | • | | | | • | | | | | | | • | | • | | | R/S |
| Phoenix 4 | | • | • | | | | • | • | • | | | | • | | | | | | | | | | | | R |
| Pinehurst 94 | | • | • | | | | | • | • | | | | | | | | | | | | | • | | | R |
| Prospect 59 | | • | | | | | | • | | | | | | | | | | | | | | • | | | R |
| Rogue River 35 | • | • | | | | | | • | • | | • | | | | | | | | | | | • | | | R/S |
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| JEFFERSON | | | | | | | | | | | | | | | | | | | | | | | | | |
| Culver 4 | | • | • | • | • | | | • | | | | | | | | | | | | • | | • | | | R |
| Madras 509J | | • | | | | | | • | • | | | | | | | | | | | • | | • | | | R |
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| School District Name & No. | Grade Levels | | | | | Personal Development | | | | | | | Social Responsibility | | | | | Career Ed | | | Methods | | | | | |
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| | Preschool & Kind. | Primary (1-3) | Elementary (4-6) | Junior High (7-9) | High School (10-12) | Basic Skills | Language Arts | Reading | Math | Science | Healthy Mind | Healthy Body | Attitudes | Behavior Change | Citizenship | Cult. Enrichment | Consumer Education | Career Orientation | Vocational Technical | Work Experience | Individual Instruction | Tutoring | Aides | Volunteers | Time of Year: Regular Summer Year-Round |
| JOSEPHINE | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grants Pass 7 | • | • | • | • | | | • | • | • | | • | • | | | | | | • | | | • | | • | | R/S |
| Josephine Co. Unit | • | • | • | | | | • | • | • | | • | • | | | | | | | | | • | | • | | R/S |
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| KLAMATH | | | | | | | | | | | | | | | | | | | | | | | | | |
| Klamath County 600 | • | • | • | • | • | | • | • | | | • | • | | | | | | | | | • | | • | | R/S |
| Klamath Falls 1 | | • | • | • | | | • | • | | | | | | | | | | | | | • | | • | | R/S |
| Klamath Falls UH 2 | | | | | • | | | • | | | | | | | | | | | • | | • | | • | | R/S |
| | | | | | | | | | | | | | | | | | | | | | | | | | |
| LAKE | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Lake Co. IED Coop. | | • | • | • | | | | | | | | • | | | • | | | | | | | | | | R |
| *Adel 21 | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Fort Rock 24 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lakeview 7 | • | • | • | • | • | | | • | | | | | | | | | | | | | • | | | | R |
| Paisley 11 | | • | • | | | | | • | | | | | | | | | | | | | • | | • | | R |
| *Plush 18 | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Silver Lake 14 | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Union 5 | | | | | | | | | | | | | | | | | | | | | | | | | |
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| LANE | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Lane Co. IED Coop. | | • | • | • | | | | | • | | | | • | | | | | | | | • | | • | • | R/S |
| Bethel 52 | | • | • | • | • | • | • | • | • | | • | | • | | | • | | • | | | | | • | • | R |

| School District Name & No. | Grade Levels | | | | | Personal Development | | | | | | | Social Responsibility | | | | | Career Ed | | | Methods | | | | Time of Year | |
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| | Preschool & Kind. | Primary (1-3) | Elementary (4-6) | Junior High (7-9) | High School (10-12) | Basic Skills | Language Arts | Reading | Math | Science | Healthy Mind | Healthy Body | Attitudes | Behavior Change | Citizenship | Cult. Enrichment | Consumer Education | Career Orientation | Vocational Technical | Work Experience | Individual Instruction | Tutoring | Aides | Volunteers | Regular Summer Year-Round |
| *Blachly 90 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Creswell 40 | | • | • | • | | | • | • | | | • | | • | | | | | | | | | | • | | R/S |
| *Crow-Applegate 66 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Eugene 4 | • | • | • | • | | | | • | • | | • | • | | | | • | | | | | | • | • | | R |
| Lane Co. Child | | | | | | | | | | | | | | | | | | | | | | | | | |
| Care Centers | | | | • | • | | | | | | • | | | | | • | | | • | | | | | | R/S |
| Fern Ridge 28J | • | • | | • | • | | • | • | • | | | • | | | | | | | | | | | • | • | R/S |
| Florence 97J | | • | • | • | • | | | • | | | • | | • | | | | | | | | • | | | | R |
| Junction City 69 | | • | • | | | | | • | • | | • | | | | | | | | | | • | | • | | R/S |
| Lowell 71 | • | • | • | • | | | • | • | | | | | | | | | | | | | | | • | | R |
| Mapleton 32 | | • | • | | | | | • | | | | | | | | | | | | | • | | • | | R/S |
| *Marcola 79 | | | | | | | | | | | | | | | | | | | | | | | | | |
| McKenzie 68 | | • | • | • | • | | | • | • | | | | | | | | | | | | • | | • | | R |
| Oakridge 76 | | • | • | | | | • | • | • | | | | | | | | | | | | • | | • | | R |
| Pleasant Hill 1 | | • | • | • | | | | • | | | | | | | | | | | | | • | | • | | R |
| South Lane 45J | | • | • | | | | | • | • | | • | | | | | | | | | | • | | • | | R |
| Springfield 19 | | • | • | | | | • | • | • | | | | | | | | | | | | • | | | • | R/S |
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| LINCOLN | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lincoln Co. Unit | • | • | • | • | • | | • | • | • | | | | | | | | | | | | • | | • | | R/S |
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79

| School District Name & No. | Grade Levels | | | | | Personal Development | | | | | | | Social Responsibility | | | | | Career Ed | | | Methods | | | | Time of Year |
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| | Preschool & Kind. | Primary (1-3) | Elementary (4-6) | Junior High (7-9) | High School (10-12) | Basic Skills | Language Arts | Reading | Math | Science | Healthy Mind | Healthy Body | Attitudes | Behavior Change | Citizenship | Cult. Enrichment | Consumer Education | Career Orientation | Vocational Technical | Work Experience | Individual Instruction | Tutoring | Aides | Volunteers | Regular Summer Year-Round |
| LINN | | | | | | | | | | | | | | | | | | | | | | | | | |
| Albany 5 | | • | • | | | | | • | • | | | | | | | | | | | | • | | • | | R/S |
| Albany UH 8J | | | | • | | • | | | | | • | | • | • | | • | | | | | | | | | R |
| Albany UH 8J 2nd Proj. | | | • | • | • | • | • | • | • | • | • | | • | | | | | | | | | | | | S |
| Central Linn 552 | | • | | | | | | • | | | | | | | | | | | | | • | | • | | R |
| Clover Ridge 136 | | • | • | | | | | • | | | | | | | | | | | | | • | | • | | R |
| Crabtree 110 | | • | • | | | | | • | | | | | | | | | | | | | • | | | | R |
| Crowfoot 89 | | • | • | • | | | • | • | | | | | | | | | | | | | • | | | | S |
| **Denny 78 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hamilton Creek 33 | | • | • | • | | | | • | | | | | | | | | | | | | • | | | | R |
| *Harrisburg 42J Coop. | | • | • | • | • | | | • | | | | | | | | | | | | | • | | | • | R |
| *Harrisburg UH 5J | | | | | | | | | | | | | | | | | | | | | | | | | |
| Knox Butte 19 | | • | • | | | | | • | | | | | | | | | | | | | • | | • | • | R |
| Lacomb 73 | | • | • | | | | | • | | | | | | | | | | | | | | | | | R |
| Lebanon 16 | | • | • | | | | | • | • | | • | • | | | | | | | | | • | | | | R |
| Lebanon UH 1 | | | | • | • | | | | | | • | | • | | | | | • | | • | | | | | | R/S |
| Mari-Linn 29J | | | • | • | | | • | • | • | | • | | | | | • | | | | | • | | | | R |
| Mill City 129J | | • | • | • | • | | | • | | | | | | | | | | | | | • | | | • | R/S |
| **Price 6 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Riverside 24 | | • | • | | | | • | | | | | | | | | | | | | | • | | • | • | R |
| **Sandridge 30 Coop. | | • | • | • | | | | • | • | | | | | | | | | | | | | | • | | S |
| Scio 95 | | • | • | • | | | | • | | | | | | | | | | | | | • | | • | | R |

| School District Name & No. | Grade Levels | | | | | Personal Development | | | | | | | Social Responsibility | | | | | Career Ed | | | Methods | | | | Regular Summer Year-Round |
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| | Preschool & Kind. | Primary (1-3) | Elementary (4-6) | Junior High (7-9) | High School (10-12) | Basic Skills | Language Arts | Reading | Math | Science | Healthy Mind | Healthy Body | Attitudes | Behavior Change | Citizenship | Cult. Enrichment | Consumer Education | Career Orientation | Vocational Technical | Work Experience | Individual Instruction | Tutoring | Aides | Volunteers | Time of Year |
| Sodaville 13 | | • | • | • | | | | • | • | | | | | | | | | | | | • | | • | | S |
| Sweet Home 55 | | • | • | • | | | | • | | | | | | | | | | | | | • | | | | R |
| Tennessee 102 | | • | | | | | | • | | | | | | | | | | | | | • | | | | R |
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| MALHEUR | | | | | | | | | | | | | | | | | | | | | | | | | |
| Adrian 61 | • | • | • | • | | | | • | | | | | | | | | | | | | • | | • | | R/S |
| Annex 29 | | • | • | | | | | • | | | | | | | | | | | | | | | | | R |
| Brogan 1 | | | • | • | | | • | • | | | | | | | | | | | | | • | | | | R |
| Nyssa 26 | • | • | • | • | • | | | • | | | | • | | | | | | • | | | • | | • | | R |
| Ontario 8 | • | • | • | • | • | | | • | • | | | | | | | | | | | | | | • | | R |
| Vale 15 No. 1 | | • | • | • | | | | • | | | • | | | | | | | | | | | | | | R |
| Vale 15 No. 2 | • | | | | | | • | | • | | • | • | | | | | | | | | | | | | S |
| Vale 15 No. 3 | | • | • | • | | | | | • | | | | | | | | | | | | • | | • | | R |
| Vale UH 3 | | | | • | • | | | • | | | | | | | | | | | | | | | • | | R/S |
| Willowcreek 42 | | • | • | • | | | • | • | | | | | | | • | | | | | | • | | • | | R |
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| MARION | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aumsville 11 | | • | • | | | | | • | | | | | | | | | | | | | | | • | | R |
| *Bethany 63 Coop | • | • | • | • | | | | • | | | | | | | • | | | | | | • | | • | | R/S |
| **Brooks 31 Coop | | • | • | • | | | | • | | | | | | | | | | | | | • | | • | | R |
| **Buena Crest 134 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cascade UH 5 | | | | • | • | | • | • | | • | | | | | | | | • | | | | | • | | R |

| School District Name & No. | Grade Levels | | | | | Personal Development | | | | | | | Social Responsibility | | | | | Career Ed | | | Methods | | | | | Time of Year |
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| | Preschool & Kind. | Primary (1-3) | Elementary (4-6) | Junior High (7-9) | High School (10-12) | Basic Skills | Language Arts | Reading | Math | Science | Healthy Mind | Healthy Body | Attitudes | Behavior Change | Citizenship | Cult. Enrichment | Consumer Education | Career Orientation | Vocational Technical | Work Experience | Individual Instruction | Tutoring | Aides | Volunteers | Regular Summer Year-Round |
| *Central Howell 540 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cloverdale 144 | | • | • | | | | | • | | | | | | | | | | | | | • | | • | | R |
| Detroit 123J | • | | | | | | • | | | | • | | | | | | | | | | • | | • | | R |
| Eldriedge 60 | • | • | • | | | | | • | • | | | | | | | | | | | | • | | | | R/S |
| *Evergreen 10 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gervais 76 | • | | • | • | | | • | • | | | • | | | | | | | | | | • | | • | | R |
| Gervais UH 1 | | | | • | • | | • | • | | | | | | | | | | | | | • | | • | | R |
| Jefferson 14J | | • | | | | | • | • | • | | | | | | • | | | | | | • | | • | | R |
| Jefferson 14J 2nd Proj. | | • | • | | | | • | • | • | | | | | | • | | | | | | | | | | S |
| Monitor 142J | | • | • | • | | | • | • | | | | | | | | | | | | | • | | • | | R |
| Mt. Angel 91 | | • | • | • | • | | • | • | | | | | | | | | | | | | | | | | R |
| *North Howell 51 | | | | | | | | | | | | | | | | | | | | | | | | | |
| North Marion 15 | | • | • | • | • | | • | • | | • | | | | | | | | | | | • | | • | | R |
| North Santiam 126 | • | • | • | | | | | • | | | | | | | | | | | | | • | | • | | R |
| Parkersville 82 | | • | • | | | | • | | | | | | | | | | | | | | • | | • | | R |
| Pioneer 13 | | • | • | • | | | | • | | | | | | | | | | | | | • | | • | | R |
| *Pratum 50 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Salem 24J | • | • | • | • | • | | | • | | • | • | | • | | | | | | | • | • | • | • | | R/S |
| Mid-Valley Adol. Treatment Center | | | | • | • | | | | | • | | • | • | | • | | | • | | | | | | | R/S |
| Scotts Mills 73J | | • | • | • | | | • | • | | • | | | | | | | | | | | • | | • | | R |
| Silver Crest 93 | | • | • | | | | | • | | | | | | | | | | | | | • | | | | R |
| Silverton 4 | • | • | • | • | | | | • | | • | • | | | | | | | | | | • | | • | | R |

| School District Name & No. | Grade Levels | | | | | Personal Development | | | | | | | Social Responsibility | | | | | Career Ed | | | Methods | | | | Time of Year |
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| | Preschool & Kind. | Primary (1-3) | Elementary (4-6) | Junior High (7-9) | High School (10-12) | Basic Skills | Language Arts | Reading | Math | Science | Healthy Mind | Healthy Body | Attitudes | Behavior Change | Citizenship | Cult. Enrichment | Consumer Education | Career Orientation | Vocational Technical | Work Experience | Individual Instruction | Tutoring | Aides | Volunteers | Regular Summer Year-Round |
| Silverton UH 7J | | | | | • | | | • | • | | • | • | | | | | | • | | | | | • | | R |
| Stayton 77J | | • | • | • | | | • | • | • | | | | | | | | | | | | • | | | | R/S |
| Stayton UH 4 | | | | • | • | | | • | | | | | • | | | | | | | | • | | • | | R |
| St. Paul 45 | | • | • | | | | | • | | | | | | | | | | | | | • | | • | | R |
| Sublimity 7 | | • | • | • | | | | • | | | | | | | | | | | | | • | | | | R |
| Turner 79 | | • | • | | | | | • | | | | | | | | | | | | | • | | • | | R |
| Victor Point 42 | | • | • | • | | | • | • | | | | | | | • | | | | | | • | | • | | R |
| West Stayton 61 | • | • | • | | | | • | • | | | • | • | | | | | | | | | | | • | | R |
| Woodburn 103 | | • | • | • | • | | • | • | | | • | | | | | | | | | | • | | • | • | R |
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| MORROW | | | | | | | | | | | | | | | | | | | | | | | | | |
| Morrow Co. 1 | | • | • | • | | | | • | | | | | | | | | | | | | • | • | | | R |
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| MULTNOMAH | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bonneville 46 | | • | • | | | | | • | | | | | | | | | | | | | • | | | | R |
| Corbett 39 | • | • | • | | | | • | • | | | | | | | • | | | | | | | | | | R/S |
| David Douglas 40 | | • | • | • | • | | | • | | | | | | | • | | | | | | • | | • | | R/S |
| Gresham 4 | | • | • | • | | | | • | | | • | | | | | | | | | | • | | • | | Y |
| Gresham UH 2J | | | | | • | | • | • | • | • | | • | | | | | | | | | • | | • | | R |
| Mult. Co. Boys Center | | | | • | • | | | | | | • | | | • | | • | | | | | | | | | R/S |
| Lynch 28 | | • | • | | | | • | • | | | • | | | | | | | | | | | | • | | R |
| Orient 6J | | • | • | • | | | | • | | | • | | | | | | | | | | • | | • | | R/S |

| School District Name & No. | Grade Levels | | | | | Personal Development | | | | | | | Social Responsibility | | | | | Career Ed | | | Methods | | | | Time of Year |
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| | Preschool & Kind. | Primary (1-3) | Elementary (4-6) | Junior High (7-9) | High School (10-12) | Basic Skills | Language Arts | Reading | Math | Science | Healthy Mind | Healthy Body | Attitudes | Behavior Change | Citizenship | Cult. Enrichment | Consumer Education | Career Orientation | Vocational Technical | Work Experience | Individual Instruction | Tutoring | Aides | Volunteers | Regular Summer Year-Round |
| Parkrose 3 | • | • | • | | | | | • | | | | | | | | | | | | | | | • | | R/S |
| Pleasant Valley 15J | • | • | • | | | | • | | • | | | | | | | | | | | | | | • | | R/S |
| Portland 1J No. 1 | • | • | • | • | • | • | • | • | • | | • | | | • | | • | | | | | • | | • | | R/S |
| Portland 1J No. 2 | • | • | • | • | • | | | • | • | • | | | | | | • | | | | | • | | • | | R/S |
| Portland 1J No. 3 | • | • | • | • | • | • | • | • | • | • | • | • | | • | | • | | | | | • | | • | • | R/S |
| Portland 1J No. 4 | • | | | | | | • | | | | | • | | | | | | | | | | | • | | R |
| Alfred Yaun Child Care | | | • | • | • | | | | | | | | | • | • | • | | | | | | | | | S |
| Carroll House | | | | • | • | | | | | | • | | | • | | • | | | | | | | | | S |
| The Inn Home for Boys | | | | • | • | | | | | | | | | • | | • | | | | | | | | | S |
| Seghers House | | | | • | • | | | | | | • | | | • | | • | | | | | | | | | S |
| Reynolds 7 | | • | • | • | | | | • | | | • | | | | | | | | | | | | • | • | R/S |
| Rockwood 27 | | • | • | • | | | | • | • | | | | | | | | | | | | • | | • | • | R |
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| POLK | | | | | | | | | | | | | | | | | | | | | | | | | |
| Central 13J | • | • | • | • | • | | • | • | | | • | • | | | | • | | | | | | | | • | R/S |
| Dallas 2 | | • | • | • | • | | | • | | | | | | | | | | | | | • | | • | | R |
| Falls City 57 | | • | • | • | • | | | • | | | | | | | | | | | | | • | | • | • | R |
| Valsetz 62 | | • | • | • | | | | • | | | | | | | | | | | | | • | | • | | R |
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| SHERMAN-None | | | | | | | | | | | | | | | | | | | | | | | | | |
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| School District Name & No. | Grade Levels | | | | | Personal Development | | | | | | | Social Responsibility | | | | | Career Ed | | | Methods | | | | Time of Year |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Preschool & Kind. | Primary (1-3) | Elementary (4-6) | Junior High (7-9) | High School (10-12) | Basic Skills | Language Arts | Reading | Math | Science | Healthy Mind | Healthy Body | Attitudes | Behavior Change | Citizenship | Cult. Enrichment | Consumer Education | Career Orientation | Vocational Technical | Work Experience | Individual Instruction | Tutoring | Aides | Volunteers | Regular Summer Year-Round |
| TILLAMOOK | | | | | | | | | | | | | | | | | | | | | | | | | |
| Beaver 8 | | • | • | • | | | • | • | | | • | | | | • | | | | | | | | | | R |
| Cloverdale 22 | | • | • | | | | • | • | • | | | • | | | • | | | | | | • | | • | | R |
| Hebo 13J | • | • | • | | | | • | • | | | | | | | | | | | | | • | | • | | R/S |
| Neah-Kah-Nie 56 | • | • | • | • | • | | | | | | • | • | | | | | | | | | | | • | | R |
| Nestucca UH 3 | | | | • | | | | • | | | | | • | | | | | | | | • | | • | | R |
| Tillamook 9 | | • | • | • | | | | • | • | | | • | | | • | | | | | | • | | • | | R/S |
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| UMATILLA | | | | | | | | | | | | | | | | | | | | | | | | | |
| Athena 29 | | • | • | | | | | • | | | | • | | | | | | | | | • | | | | R |
| Helix 1 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Umatilla Co. Boys Ranch | | | | • | • | • | • | • | • | • | • | | • | | • | | | | | | | • | | | R |
| Hermiston 8 | | • | • | • | | | | • | | | | • | | | | | | | | | • | | • | | R |
| Milton-Freewater 31 | | • | • | • | | | | • | • | | • | | | | | | | | | | | | • | | R |
| Milton-Freewater 31, 2nd Proj | | • | • | | | | | • | • | | | | | | | | | | | | | | • | | S |
| Milton-Freewater UH 3 | | | | • | • | | | • | • | | | | | | | | • | | | | | | • | | R |
| Pendleton 16 | • | • | | • | • | | | • | | | • | | | | | | | | | | | | • | | R |
| Pilot Rock 2 | • | | | | | | • | | | | • | • | | | | | | | | | | | | | R |
| Stanfield 61 | | • | • | • | • | | | • | | | • | | | | | | | | | | • | | | | R |
| Ukiah 80 | | • | • | | | | | • | | | | | | | | | | | | | | | • | | R |
| Umatilla 6 | | | • | • | | | | • | • | | • | | | | | | | | | | • | | • | • | R |
| Weston 19 | • | • | • | | | | • | • | | | | | | | | | | | | | | | • | • | R/S |

| School District Name & No. | Grade Levels | | | | | | Personal Development | | | | | | | | | | Social Responsibility | | | | | | | | | | Career Ed | | | | | | | | | | Methods | | | | | | | | | | Time of Year | |
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| | Preschool & Kind. | Primary (1-3) | Elementary (4-6) | Junior High (7-9) | High School (10-12) | Basic Skills | Language Arts | Reading | Math | Science | Healthy Mind | Healthy Body | Attitudes | Behavior Change | Citizenship | Cult. Enrichment | Consumer Education | Career Orientation | Vocational Technical | Work Experience | Individual Instruction | Tutoring | Aides | Volunteers | Regular | Summer | Year-Round |
| UNION | • | • | • | • | | | | | | | | | | | | | • | | | | | | | | | | | | | | | | | | • | • | | | | | | R | |
| Cove 15 | | • | • | • | | | • | | | | • | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | R | |
| Elgin 23 | | • | • | • | | | | • | | | | | | | | | • | | | | | | | | | | | | | | | | | | • | | | | | | | S | |
| Imbler 11 | • | • | • | • | | | • | | • | • | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | R | |
| LaGrande 1 | | | • | • | | | | • | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | R | |
| North Powder 8J | | • | • | | | | | • | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | R | |
| Union 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | R/S | |
| 86 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| WALLOWA | | • | • | • | | • | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | R | |
| Enterprise 21 | | • | • | • | | | • | | | | | • | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Joseph 6 | | • | • | • | | | | • | | | | • | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Wallowa 12 | • | • | • | • | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | R | |
| WASCO | | • | • | • | | | • | | • | | • | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | R | |
| Chenowith 9 | | • | • | | | | | • | | • | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | S | |
| Dufur 29 | | | • | • | | | • | | • | | • | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | R | |
| Maupin UH 1 | | • | • | • | | | | • | | • | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | R/S | |
| Petersburg 14 | | | • | • | | | • | | • | | • | | | | | | • | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tygh Valley 40 | | • | • | • | | | | • | | • | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Wamic 42 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| School District Name & No. | Grade Levels | | | | | Personal Development | | | | | | | Social Responsibility | | | | | Career Ed | | | Methods | | | | Time of Year |
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| | Preschool & Kind. | Primary (1-3) | Elementary (4-6) | Junior High (7-9) | High School (10-12) | Basic Skills | Language Arts | Reading | Math | Science | Healthy Mind | Healthy Body | Attitudes | Behavior Change | Citizenship | Cult. Enrichment | Consumer Education | Career Orientation | Vocational Technical | Work Experience | Individual Instruction | Tutoring | Aides | Volunteers | Regular Summer Year-Round |
| WASHINGTON | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Washington Co. IED Coop. | • | • | • | | | | • | • | • | | | • | | | | | | | | | • | | • | • | R/S |
| Banks 13 | | • | • | • | | | • | • | • | | • | | | | | | | | | | | | | • | R |
| Beaverton 48J | | • | • | • | | | | • | • | | | | • | | | | | | | | • | | • | • | R |
| *Farmington View 58J | | | | | | | | | | | | | | | | | | | | | | | | | |
| Forest Grove 15 No. 1 | | | | • | • | | • | | • | • | • | | • | | | • | | • | | | • | | • | • | R |
| Forest Grove 15 No. 2 | | | | • | | | • | • | | | | | | | | | | | | | • | | • | • | R |
| Forest Grove 15 No. 3 | | • | | | | | • | • | | | | | | | | | | | | | • | | • | • | R |
| Forest Grove 15 No. 4 | • | | | | | | • | | | | | • | | | | | | | | | • | | • | • | R |
| Forest Grove 15 No. 5 | | | • | | | | | • | • | | | | | | | | | | | | | | • | | R |
| Gaston 511J | | • | • | • | | | • | • | | | • | | | | | | | | | | • | | | | R |
| *Groner 39 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hillsboro 7 | • | • | | | | | | • | | | | | | | | | | | | | • | | • | | R/S |
| Hillsboro UH 3 | | | | • | • | | • | | • | • | | | | | | | | | | | | | • | | R |
| North Plains 70 | | • | • | | | • | • | • | • | • | | | | | • | | | | | | | | • | • | R/S |
| Sherwood 88J | | • | • | • | | • | | • | • | | • | | | | • | | | | | | • | | • | • | R |
| *Sherwood 88J 2nd Proj. | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tigard 23 | • | • | | | | | | • | • | | | • | | • | | | | | | | • | | • | | R/S |
| *West Union 1 | | | | | | | | | | | | | | | | | | | | | | | | | |
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| WHEELER | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fossil 21 | | • | • | | | | | | • | | | | | | | | | | | | | | • | • | R |

| School District Name & No. | Grade Levels: Preschool & Kind. | Primary (1-3) | Elementary (4-6) | Junior High (7-9) | High School (10-12) | Personal Development: Basic Skills | Language Arts | Reading | Math | Science | Healthy Mind | Healthy Body | Social Responsibility: Attitudes | Behavior Change | Citizenship | Cult. Enrichment | Career Ed: Consumer Education | Career Orientation | Vocational Technical | Methods: Work Experience | Individual Instruction | Tutoring | Aides | Volunteers | Time of Year: Regular Summer Year-Round |
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| Mitchell 55 | | • | • | • | | | | • | | | | | | | | • | | | | | | • | | | R/S |
| Spray 1 | | • | • | | | | • | • | | | | | • | | | | | | | | • | | | • | R |
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| YAMHILL | | | | | | | | | | | | | | | | | | | | | | | | | |
| Amity 4J | | • | • | • | | • | • | • | • | | | | | • | | • | | | | | | | • | • | R |
| Carlton 11 | | • | • | | | | | • | | | | | • | | | | | | | • | | • | • | | R/S |
| Dayton 8 | | • | • | • | | | | • | • | | | | | | | | | | | • | | • | • | | R/S |
| McMinnville 40 | • | • | • | • | • | | | • | • | | | | | | | • | | • | | | | • | • | | R/S |
| & Rainbow Lodge | | | | | | | | | | | | | | | | | | | | | | | | | |
| Newberg 29J | | • | • | • | | • | | • | | | | | | | | • | | | | | | | | • | R/S |
| Chehalem House | | | | • | • | | • | • | | | | | • | • | | | • | | | | | | | | S |
| Sheridan 48J | | • | • | • | • | | • | • | | | | • | | | | | | | | • | | • | • | | R |
| Willamina 30J | • | • | • | • | | | | • | | | • | • | | | | | | | | | | • | • | | R |
| Yamhill 16 | | • | • | • | | | | • | | | | • | | | | | | | | • | | • | | | R |
| Yamhill-Carlton UH 1 | | | | • | • | | | • | | | | | • | | | | | | | • | | | | | | R |
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